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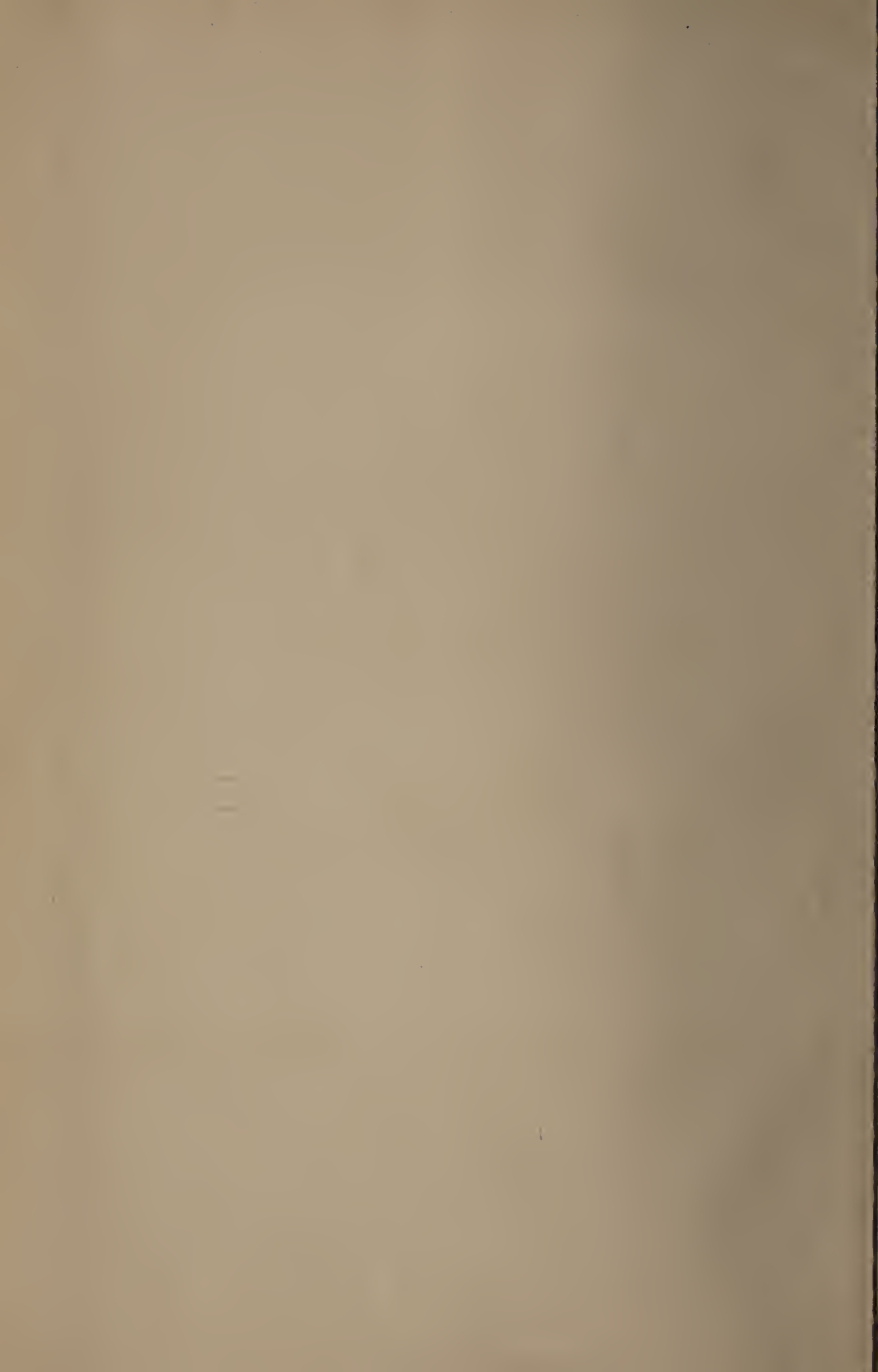














4504.50

173-79

FORTY-SIXTH ANNUAL

Catalogue

OF THE

TEACHERS AND PUPILS

OF

CHAUNCY-HALL SCHOOL,

Boylston Street (near Dartmouth),

BOSTON.

CONTAINING THE REPORT FOR 1873.

1874.



BOSTON:

DAVID CLAPP & SON, 334 WASHINGTON STREET.

1874.





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\* 2502.50  
1873-79  
Dec. 29, 95.  
\* LD 7501  
BTC5

DIRECTORS  
1873-1879  
OF THE

CHAUNCY-HALL SCHOOL  
CORPORATION.

---

GEORGE B. CHASE, *President.*

BENJ. W. GILBERT, *Treasurer.*

NATHANIEL J. BRADLEE.

WILLIAM H. LADD.

HERBERT B. CUSHING.

.....



TEACHERS  
OF  
CHAUNCY-HALL SCHOOL.

1874.

---

PRINCIPALS :

THOMAS CUSHING,  
Teacher of Latin, Greek, and Writing.

WILLIAM H. LADD,  
Teacher of English Literature, Composition, and Elocution.

HERBERT B. CUSHING,  
Teacher of Latin, Greek, and Military Drill.

MISS SUSAN D. NICKERSON,  
Teacher of the Preparatory Department.

OLIVER F. BRYANT,  
Teacher of Natural Philosophy, Geography, Grammar, History, and  
Book-keeping.

J. B. TORRICELLI,  
Teacher of French, Spanish, and German.

MISS HARRIET L. LADD,  
Teacher of French, Drawing, Reading, and History.

BENJAMIN F. NUTTING,  
Teacher of Drawing.

MISS LUCY M. NEWHALL,  
Teacher of Composition, German, and History.

LIEUT.-COL. HOBART MOORE,  
Instructor in Military Drill.

J. M. MASON,  
Teacher of Vocal Music.

EDWIN DEMERITTE,  
Teacher of Latin, Greek, and Military Drill.

MISS SARAH R. SMITH,  
Teacher of Mathematics and Natural History.

JAMES B. TAYLOR,  
Teacher of Elocution and Latin.

WILLIAM W. RICHARDS,  
Teacher of Greek and Latin.

ERNEST W. CUSHING,  
Teacher of Chemistry.

## ADVERTISEMENT.

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# CHAUNCY - HALL SCHOOL,

## BOSTON,

Is designed for the instruction of boys from the commencement to the close of a complete course of school education.

Girls also are admitted, having seats in a room under the care of one of the lady teachers.

It consists of three Departments: Kindergarten, Preparatory, and Upper.

### TERMS:

KINDERGARTEN, limited to fourteen pupils.

\$100.00 from Sept. 21 to June 14, payable Dec. 1.

### PREPARATORY SCHOOL.

\$50.00 a half year or any part thereof, payable Dec. 1 and April 1.

The first half year is from Sept. 14 to Feb 5; the second from Feb. 8 to July 4.

### UPPER DEPARTMENT.\*

\$180.00 a year for the English studies, payable quarterly, Oct. 12; Dec. 21; March 8; May 17.

\$8.00 a quarter for one language, and

6.00 " " " each additional language.

6.00 " " " special Drawing and Materials.

The use of all English Class-books, and Stationery of all sorts, furnished to pupils in the Upper Department for two dollars per quarter; in the Preparatory School, one dollar.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything of these private arrangements.



In the Chemical Department the same arrangement will be made that exists at the Institute of Technology. Each student will be furnished with apparatus for his own special use, and all damage and loss will be charged.

When there are two or more pupils from one family through the entire year, a deduction of thirty dollars will be made on the fourth quarterly bill of each year for each member of the Upper Department.

When bills are not settled within six weeks the expense of collection will be added.

☞ A pupil commencing a quarter, is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter.

☞ No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours, an extra charge will be made*, according to the time occupied, except under the circumstances mentioned on page 32.

A fee of two dollars in advance will be paid to the assistant teachers for each *extra* semi-annual examination caused by absence for any reason but illness. See page 39.

#### SPECIAL STUDENTS.

Terms by the quarter, invariably in advance, for instruction in class hours only; no seat reserved.

Botany and Natural History, \$5 each; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, Book-keeping, English Grammar and Punctuation (counted together), composition once a week, Natural Philosophy, Drawing (four times a week); Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English and American all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Chemistry with Laboratory practice, \$20; Modern Languages, one, \$20, two, \$30; Latin or Greek, daily, \$30, both, \$50.

#### PRIVATE INSTRUCTION

can generally be obtained from teachers of the above branches. Their fees are from twenty-five to fifty dollars for a course of twenty lessons.

The next school year commences on the fourteenth of September, 1874, and extends to the first Monday in July, 1875, and is divided into four quarters, commencing September 14th and November 23d, 1874, and February 8th and April 19th, 1875, at which times and on January 1st, vacancies usually occur.

\*.\* Pupils received at any time, if there are vacancies, the charge after the first two weeks of the school year, commencing from the week of entrance, but if extra teaching is necessary to make up lessons which the class have previously been over, the charge will begin from the first week of the quarter.

One quarter's notice of intention to withdraw a pupil, is respectfully solicited.

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## Regulations, &c.

Reports of studies, conduct, &c., are furnished weekly (in the Preparatory school monthly), *to be returned, endorsed by the parent or guardian, on the day following their reception by the pupil.*

*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

Every boy must be furnished with a drill jacket and cap, when assigned to a company in the Battalion.

In January an Exhibition is given, at which medals and other prizes are awarded for the year ending December 31st. About the same time a printed report, with other topics connected, is sent to the friends of the Institution.

HOURS.—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Preparatory School and the sixth class of the Upper Department have half an hour less. The exercises commence at from 8½ to 9 o'clock, according to the seasons. The Hall is open from 7½ to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements. Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours, but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted.

BAD LESSONS must be made up after school; but in many cases this can be done on the day following the failure, so that the pupil's family may know of the cause of his detention and make arrangements for his dinner. Some faults can be settled on Saturdays. But those exercises that come at long intervals like Composition, Abstract of Authors, and Declamation must be settled, so far as is convenient for the teachers, on the day when they fall due.

## VACATIONS AND HOLIDAYS FOR 1874-5.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the week commencing on the Monday of "Anniversary Week"—Artillery Election—the 17th of June—Class Day at Harvard—from the Fourth of July to the fourteenth of September—three days early in October—Thanksgiving and the subsequent day—and the week from Christmas to New Year's Day, inclusive.

☞ The Principals of the School also reserve the right of granting such other holidays—not exceeding five in number—as may seem to them advisable.

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## Medals and other Prizes

are awarded as certificates of a definite amount of accomplished work. In order that there may be no improper emulation there is no limit to the number. There are six grades; three of gold and three of silver.

The *first grade* will be awarded to those pursuing two or more languages, in addition to the English; the *second grade*, to those pursuing one language besides the English; the *third grade* to those pursuing English studies only.

Candidates must have been members of the school for a full year, and produced their Reports at the end of the year.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning partly on one condition and partly on another will not be allowed.

First. RECITATION CLAIM.—For the *gold* medal there must be no low mark.

For a *silver* medal the number of low marks must not exceed five for the first, ten for the second, and fifteen for the third.

A pupil having many lessons marked *four* (which number denotes a merely passable recitation) will receive a medal one grade lower than the above scale indicates. Suitable reduction will be made for the omission of any study in the regular school course except those studies excused to boys studying both Greek and Latin. When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided*, that in those languages there is no mark less than 5, or that, having not more than ten marks below 5, but not less than 4, the examination percentages are unusually high.

Pupils studying languages, and having failures in any department, will stand better in obtaining lower grades of medals, than boys who have English studies only; as an allowance of three failures will be made for a modern language, and of five for Greek or Latin. Two failures will be allowed to members of the Latin and French classes commencing in February.

All absences not marked "Excused" on the face of the Report, with the signature of one of the Principals, and within a week from the time the Report is received, will count as low marks. *The only circumstances under which such excuses will be given, are illness, the marriage or death*



*of a near relative, attendance at church with their families, and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible; the lessons in these last cases to be made up.*

Second. EXAMINATION CLAIM.—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on every study pursued by his class. He cannot take the average of several studies.

For the six grades the respective required per centages are in

Each branch of Mathematics—95, 93, 91, 88, 86, 84.

Other English Branches, each, 90, 87, 84, 81, 78, 75.

Each Language, 94, 91, 88, 84, 80, 75.

The per cent. in Mathematics is higher than in other English branches, not to make that department more prominent than others, but because experience shows that it is easier to give clear and exact answers there than in most other studies. Examinations in Literature will include the course of out-of-school reading as well as those authors regularly studied in class.

As this form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold* if he has had more than five low marks; for the second, more than ten; third, fifteen; for the first *silver* more than twenty; second, twenty-five; third, thirty.

The regulations in regard to absence and tardiness will be the same as by the first form of claim, except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many low marks as they cause lessons to be lost.

OTHER PRIZES —Prizes of Books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals. Prizes are also given for excellence in some special department when there has been no neglect of other regular exercises. Elocution prizes depend to a great extent on the marks for reading and declamation throughout the year; and to obtain the higher elocution medals a good knowledge of Shakespeare is required.

The Thayer Association give a gold medal for English Composition.

The Gold Medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his schoolmates to be the best boy. A medal is also awarded in the same manner to the best boy in the Preparatory Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no low mark for conduct.*



## STUDIES PURSUED AND BOOKS USED.

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Many years of careful observation prove that the following course of study is adapted to any pupil who possesses ordinary mental ability and good health; and for such pupils it is very rarely changed. It requires out-of-school study every evening.

But there are always some members of the school who are too delicate to do the whole work, and who can study little or not at all out of school. Their health is of vastly more value than learning, but it is much better for them to have some regular mental discipline than to be idle.

They would form wretched habits if they were allowed to do poor work in all the different studies; it would be unfair to keep back the robust majority of the class for the benefit of the delicate minority; so for several years we have had an arrangement which has worked admirably. During the first year the pupil takes a little more than half of the work of his class, and the next year, instead of being promoted, he remains in the same class, reviews what he did the previous year, and takes up what he omitted.

As all the class are told at the beginning of the year that certain members are to remain two years in the class, there is no mortification at not being promoted. The whole matter is thoroughly understood. This course has been adopted by nearly fifty families with excellent results to their children. It was first designed for the lower classes, but it was found equally advantageous for those pupils who require some lightening of their work at a later period of their school life.

It will be observed that the studies are arranged so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

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## GENERAL EXERCISES.

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Written Spelling Lessons every day.

Writing in copy books four times a week.

Declamation every third week.

Composition by all the classes except the Sixth—Oct. 5, 26; Nov. 16; Dec. 7, 1874. Jan. 4; Feb. 1, 23; March 15; April 5, 26; May 17; June 14, 1875.

Abstracts of Authors by the First, Second, and Third Classes, one week after the date for Compositions.

Vocal Music twice a week.

Military Drill twice a week for the lowest two classes; three times for the others.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Hall's Geography;  
 Oral Lessons in Grammar;  
 Written Arithmetic;  
 Colburn's First Lessons;  
 Reading and Defining in Edward's  
 Reader;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FIFTH CLASS.

Hall's Geography;  
 Oral History of the United States;  
 Grammar;  
 Written Arithmetic;  
 Colburn's First Lessons;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FOURTH CLASS.

Hall's Geography, and Map Questions;  
 Grammar;  
 Geometrical Problems;  
 Robinson's Progressive Intellectual,  
 and Greenleaf's Common School  
 Arithmetics;  
 Reading in Sargent's Reader and in  
 School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing.

## THIRD CLASS.

Physical Geography;  
 Grammar;  
 History of England;  
 Robinson's Common School, and  
 Robinson's Progressive Intellectual  
 Arithmetics;  
 Geometry;  
 Algebra;

Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome;  
 Natural Philosophy;  
 Wilson's Punctuation;  
 Arithmetic;  
 Sherwin's Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece, and Ancient Geography;  
 Fay's Modern Geography;  
 Defining;  
 Sherwin's Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;

## EXTRA CLASS.

(This class is composed mostly of pupils who are not intended for College or the Institute, but who remain for one or two years of general culture after passing through the First Class.)

History of France;  
 Freeman's General History;  
 Physiology;  
 Tyndall's Forms of Water;  
 Peabody's Moral Philosophy;  
 Wayland's Political Economy;  
 Defining;  
 Ray's Higher Algebra;  
 Shaw's English Literature;  
 Geometry;  
 Davies's Surveying, with Field Practice;

Agassiz's Methods of Study;  
 Agassiz's Geological Sketches;  
 Peabody's Moral Philosophy;  
 Astronomy;  
 Sheppard on the Constitution of the  
 United States;

The Bible; Shakespeare;  
 Longfellow; Milton; Tennyson.  
 Abstract on every Thursday, of  
 one volume of some standard English  
 or American Author.

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## CLASSICAL DEPARTMENT.

### FIFTH CLASS.

Harkness's Latin Lessons;  
 " " Grammar;  
 " " Reader, begun.

### FOURTH CLASS.

Harkness's Latin Grammar and  
 Latin Reader;  
 Harkness's Latin Prose Composition;  
 Principia Latina, Part II.

### THIRD CLASS.

Latin Grammar and Composition;  
 Cæsar's Commentaries;  
 Sallust's Catiline;  
 Goodwin's Greek Grammar & Leigh-  
 ton's Greek Lessons.

### SECOND CLASS.

Latin and Greek Grammar and Com-  
 position;  
 Andrews' Ovid;  
 Virgil, begun;  
 Xenophon's Anabasis, begun.

### FIRST CLASS.

Latin and Greek Grammar and Com-  
 position;  
 Virgil;  
 Cicero's Select Orations and De Sen-  
 ectute;  
 Xenophon's Anabasis;  
 Homer's Iliad; Herodotus;  
 Baird's Manual.

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☞ Classes in Latin are formed annually in September, and the course of preparation for College occupies five or six years. Boys *intended for College* should begin Latin when entering the Fifth Class in the English Department. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the commencement of the study of Latin easier for the smaller boys and those who learn with difficulty, and the lessons are made short.

### FRENCH CLASSES.

Otto's Grammar;  
 Fables d' Æsop;  
 Gengembre's Practical French  
 Reader;  
 Vulliet's Histoire Universelle;  
 Selections from the Classics, &c.

### SPANISH CLASSES.

Ahn's Grammar;  
 Relaciones;  
 Spanish Authors.

## GERMAN CLASSES.

Lese-und Schreib-Tibel für Elementar klassen;	German Primer, by M. Th. Prew;
Lesebuch für Mittelklassen;	Adler's German Grammar;
Lehr-und Lesebuch, von Albert Naesters;	Stories by Zschokke and others;
	Schiller's and Goethe's Dramas.

☞ Classes in French are usually formed in February and September; in Spanish and German whenever four pupils desire to commence, or as many as will meet the expense of instruction.

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 PREPARATORY DEPARTMENT.

Monroe's Third Reader;	Colburn's First Lessons;
Analytical First Reader;	Hagar's Primary Arithmetic;
Analytical Second Reader;	Hagar's Elementary Arithmetic;
Analytical Third Reader;	Mrs. Hall's Primary Geography.
Swinton's Word Book;	



# Medals and other Prizes awarded January, 1874.

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## *First Gold Medals.*

ALFRED S. HIGGINS, M. ADA MOLINEUX.

## *Second Gold Medal.*

ARTHUR R. WILMARTH.

## *Third Gold Medals.*

HERBERT AUSTIN, ERNEST F. VON ARNIM,  
ALICE H. FAY, DAVID K. NORTON,  
ARTHUR S. LELAND.

## *First Silver Medal.*

JOSEPH H. BEALE, JR.

## *Second Silver Medals.*

JOHN S. ALLEY, JOHN CHANDLER, JR.,  
WILLIAM P. HUNT, JR.

## *Gold Medal of the Chauncy-Hall Association.*

ARTHUR R. WILMARTH.

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## ELOCUTION PRIZE.

### *Book.*

FREDERICK K. M. JONES.

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## COMPOSITION PRIZES.

### *Gold Medal of the Thayer Association.*

ALICE CHAPIN.

### *Book.*

ALFRED S. HIGGINS.

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## DRAWING PRIZE.

### *Book.*

NEWTON MACKINTOSH.

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## PENMANSHIP.

OTTO F. VON ARNIM.

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## Preparatory Department.

*Founder's Medal*, FREDERICK E. PUFFER.

*Book*, WALTER AUSTIN.

# Roster of the Chauncy-Hall Battalion.

APRIL, 1874.

Major, C. F. PIERCE.

Adjutant, C. F. CROSBY.

## Co. A.

Capt. A. R. WILMARTH.  
Lt. F. B. FOSTER.

- 1 Ser. W. H. DAVIS.
- 2 Ser. F. BATCHELLER.
- 3 Ser. E. A. VON ARNIM.
- 4 Ser.

## Co. B.

Capt. A. S. HIGGINS.  
Lt. W. A. PEW.

- 1 Ser. F. ESTABROOK.
- 2 Ser. E. G. CHASE.
- 3 Ser. H. AUSTIN.
- 4 Ser. C. H. BELLOWS.

## Co. C.

Capt. O. F. VON ARNIM.  
Lt. A. H. ALDEN.

*Acting Sergeant Major*, C. F. HOWE.

- 1 Ser. G. F. WILLIAMS.
- 2 Ser. CURTIS GUILD.
- 3 Ser. F. B. HALL.
- 4 Ser. W. H. EMERSON.

## Co. D.

Capt. W. K. AUSTIN.  
Lt. F. K. M. JONES.

- 1 Ser. G. H. WINSLOW.
- 2 Ser. C. F. HOWE.
- 3 Ser. E. P. MASON.
- 4 Ser. FRANCIS DANA.

# PUPILS.

## UPPER DEPARTMENT.

Those marked with an asterisk (\*) have entered since January, 1873, but are not at present members of the school.

Names.	Residences.
Adelbert H. Alden, . . . . .	} CAMBRIDGE.
George E. Alden, . . . . .	
John S. Alley, . . . . .	} LYNN.
Wm. H. Alley, . . . . .	
Frank A. Ames, . . . . .	SOUTH CANTON.
Benjamin Andrews, Jr., . . . . .	HINGHAM.
Horace D. Andrews, . . . . .	} Rutland Square.
Joseph Andrews, . . . . .	
Otto F. von Arnim, . . . . .	} LONGWOOD.
Ernest A. von Arnim, . . . . .	
Alfred K. von Arnim, . . . . .	
Herbert Austin, . . . . .	Arlington St.
William R. Austin, . . . . .	CHARLESTOWN.
Charles B. Balch, . . . . .	} JAMAICA PLAIN.
Joseph Balch, . . . . .	
George P. Bangs, . . . . .	BROOKLINE.
Frederick Barnes, . . . . .	Beach St.
Israel M. Barnes, Jr., . . . . .	Leverett St.
Benj. P. Barker, . . . . .	Pinckney St.
L. S. Barney, . . . . .	MALDEN.
Herbert C. Barrows, . . . . .	Columbus Avenue.
Richard M. Bartleman, . . . . .	CHARLESTOWN.
Alex'r W. Batchelder, . . . . .	WATERTOWN.
Francis Batcheller, . . . . .	} Berkeley St.
Robert Batcheller, . . . . .	
Alfred Batcheller, . . . . .	
Eugene W. Beal, . . . . .	Dartmouth St.
Joseph H. Beale, Jr., . . . . .	DORCHESTER.

George H. Bean, . . .	Tremont St.
Charles H. Bellows, . . .	Tremont St.
Alice S. Blackwell, . . .	DORCHESTER.
*Wm. Cranch Bond, . . .	S. BOSTON.
William S. Boyce, . . .	LYNN.
John R. Bradlee, . . .	Beacon St.
Amos F. Breed, . . .	LYNN.
Edward W. Brewer, . . .	JAMAICA PLAIN.
*George E. Bruce, . . .	S. BOSTON.
Edward F. Bryant, . . .	} WOBURN.
Oliver C. Bryant, . . .	
Edward S. Brown, . . .	QUINCY.
Frank D. Brown, . . .	CHARLESTOWN.
Walter N. Buffum, . . .	Hotel Pelham.
Edward G. Bullis, . . .	ALLSTON.
William R. Burr, . . .	HINGHAM.
Annie I. Capen (Special Scholar),	CANTON.
*James E. Carter, . . .	Beach St.
Arthur Chamberlain, . . .	Montgomery St.
John Chandler, Jr., . . .	Arlington St.
Alice Chapin, . . .	SOMERVILLE.
George F. Chapman, . . .	CANTON.
Edward G. Chase, . . .	DORCHESTER.
Wm. R. Chipman, . . .	W. Newton St.
George Kuhn Clarke, . . .	NEEDHAM.
John S. Clark, Jr., . . .	Pinckney St.
Frederic Classon, . . .	MALDEN.
John E. Clement, . . .	PEABODY.
Edward S. Cochrane, . . .	WESTBORO.
John T. Coit, . . .	Columbus Avenue.
Frank B. Converse, . . .	DORCHESTER.
Charles C. Coolidge, . . .	Boylston St.
A. Rogers Crane, . . .	NEWTON HIGHL'DS.
William B. Crocker, . . .	Chester Park.
Charles E. Crosby (of N. York),	American House.
Charles F. Crosby, . . .	Commonw'lth Hotel.
Edwin S. Cummings, . . .	CAMBRIDGEPORT.
La Fayette Curran, . . .	School St.



Chauncy D. Cushing (of St. John, N. B.),	. . . .	Waltham St.
*Henry Cushing,	. . . .	ABINGTON.
Robert N. Cutler,	. . . .	Marlborough St.
Francis Dana,	. . . .	CHARLESTOWN.
William H. Davis,	. . . .	} LYNN.
J. Edwin Davis,	. . . .	
Stanton Day,	. . . .	Hanson St.
Duncan D. Dexter,	. . . .	Tremont St.
Robert B. Dixon, of Damaris- cotta, Me.,	. . . .	} Ashland Place.
Wendell T. Dizer,	. . . .	} E. WEYMOUTH.
Walter M. Dizer,	. . . .	
Charles H. Dole,	. . . .	LYNN.
Edwin T. Doubleday,	. . . .	CHARLESTOWN.
William B. Eaton,	. . . .	} Arnold St.
Parker L. Eaton,	. . . .	
William H. Emerson,	. . . .	Commonw'lth Hotel.
Francis F. Emery, Jr.,	. . . .	Union Park.
Samuel Emmes, Jr.,	. . . .	Columbus Avenue.
Marion Endicott,	. . . .	CANTON.
Henry W. Estabrook,	. . . .	} Rutland Square.
Frederic Estabrook,	. . . .	
S. L. Evans,	. . . .	} HYDE PARK.
Chas. M. Evans,	. . . .	
Alice H. Fay	. . . .	BROOKLINE.
Lynde R. Ferris,	. . . .	"
Parker B. Field,	. . . .	DORCHESTER.
Wm. B. Fiske,	. . . .	CAMBRIDGEPORT.
Charles H. W. Foster,	. . . .	BROOKLINE.
Frank B. Foster,	. . . .	QUINCY.
Abbott M. Frazar,	. . . .	WATERTOWN.
Elbridge M. Frazier,	. . . .	LYNN.
George B. Freeland,	. . . .	Marlborough St.
George H. Gay, Jr.,	. . . .	Park Square.
William Gilmore,	. . . .	NORTH EASTON.
Charles E. Goodnough,	. . . .	Warren St.
Walter M. Gorham,	. . . .	JAMAICA PLAIN.

William L. Green, . . .	LONGWOOD.
Curtis Guild, Jr., . . .	} Mt. Vernon St.
Courtenay Guild, . . .	
Silas A. Gurney, . . .	Revere House.
Harry J. Haldeman, . . .	Commonw'lth Hotel.
Frederic B. Hall, . . .	CHARLESTOWN.
Pliny W. Halton, . . .	Tremont St.
Albert B. Hammond, . . .	E. Brookline St.
Robert G. Harris, . . .	} Columbus Avenue.
Bicnard B. Harris, . . .	
Benjamin W. Hatch, . . .	SAVIN HILL.
George S. Hatch, . . .	MEDFORD.
Joseph C. Hathaway, . . .	Warren Avenue.
Edward Henderson, . . .	W. Canton St.
Alfred S. Higgins, . . .	Warren Avenue.
Frank H. Hilton, . . .	S. BOSTON.
Olin A. Holbrook, . . .	Chambers St.
Ellis Hollingsworth, . . .	S. BRAINTREE.
Walter H. Holmes, . . .	NEWTON CENTRE.
David K. Horton, . . .	Hancock St.
C. Frederic Howe, . . .	U. S. Hotel.
Frank M. Howe, . . .	S. BOSTON.
Percival S. Howe, . . .	BROOKLINE.
Charles T. Humphrey, . . .	E. WEYMOUTH.
Wm. P. Hunt, Jr., . . .	} SAVIN HILL.
Henry M. Hunt, . . .	
W. T. Inglis, . . .	Derne St.
Charles P. Jacobs, . . .	PEABODY.
Wm. H. Jarvis, Jr., . . .	LYNN.
James W. Johnson, . . .	Tremont St.
Otis S. Johnson, . . .	LYNN.
Embert Jones, . . .	ASHLAND.
Frederick K. M. Jones, . . .	Concord St.
Leander E. Jones, . . .	S. BOSTON.
Moses Jones, Jr., . . .	BROOKLINE.
Wm. J. Kelly, . . .	
Wm. L. Kincaid, . . .	CHELSEA.
David M. Kinmonth, . . .	Columbus Avenue.

Emily J. Ladd,	.	.	.	LYNN.
A. Grant Lake,	.	.	.	GRANTVILLE.
Geo. S. Leach,	.	.	.	S. HANSON.
Arthur S. Leland,	.	.	.	Tremont St.
Charles B. Locke,	.	.	.	CHARLESTOWN.
Harry V. Long,	.	.	.	Boston Highlands.
William L. Logan,	.	.	.	Hanson St.
Newton Mackintosh,	.	.	.	Boston Highlands.
Clarimond Mansfield,	.	.	.	MELROSE.
Edward P. Mason,	.	.	.	BROOKLINE.
Frederick G. May,	.	.	.	DORCHESTER.
Charles McCotter,	.	.	.	SAUGUS CENTRE.
*Wm. S. McGowan, Jr.,	.	.	.	Green St.
Wallace D. Merrow,	.	.	.	Coolidge House.
James Milligan, Jr.,	.	.	.	Cambridgeport.
M. Ada Molineux,	.	.	.	E. Brookline St.
Henry Montgomery,	.	.	.	Winthrop Place.
Ovid W. Mooney,	.	.	.	CHARLESTOWN.
Edwin I. Morrison,	.	.	.	Allen St.
Edward Morse,	.	.	.	WALTHAM.
George A. Mower,	.	.	.	Allen St.
Walter A. Murdock,	.	.	.	JAMAICA PLAIN.
Harry H. Newcomb,	.	.	.	GREENWOOD.
Edward G. Niles,	.	.	.	Pinckney St.
Charles H. Onthank,	.	.	.	SOUTHBORO'.
Charles S. Parker,	.	.	.	Worcester Square.
Wm. W. Partridge,	.	.	.	EVERETT.
Frederick M. Patten,	.	.	.	Pinckney St.
Frank F. Paul,	.	.	.	JAMAICA PLAIN.
William A. Pevear,	.	.	.	LYNN.
Willie A. Pew, Jr., (of Gloucester),	.	.	.	SOMERVILLE.
McLaurin J. Pickering,	.	.	.	CAMBRIDGEPORT.
Charles F. Pierce,	.	.	.	CHARLESTOWN.
Francis A. Pierce,	.	.	.	Rutland St.
Arthur Pinder,	.	.	.	PEABODY.
Clarence H. Poor,	.	.	.	} Tremont St.
Robert C. Poor,	.	.	.	

*Edmund F. Porter, . . . .	
Louis M. Pratt, . . . .	JAMAICA PLAIN.
Frank W. Pray, . . . .	Harrison Avenue.
William L. Puffer, . . . .	Boston Highlands.
Lizzie M. Rand, . . . .	S. Russell St.
Albert D. Rice, . . . .	Highland St.
D. Webster Rice, . . . .	N. CAMBRIDGE.
Virgil M. Richards, . . . .	S. Canton St.
N. Fred. Robinson, . . . .	LYNN.
Charles H. Rollins, . . . .	Washington St.
Fred. G. Ross, . . . .	IPSWICH.
Arthur H. Sargent, . . . .	Greenwich Park.
Florence A. Schenck, . . . .	Tremont St.
Willis S. Shepard, . . . .	CANTON.
Edwin B. Silliman, . . . .	MALDEN.
James Sivret, . . . .	} Allston Street.
Franklin T. Sivret, . . . .	
Frank O. Small, . . . .	Pinckney St.
Morton M. Smalpage, . . . .	Shawmut Avenue.
Alfred E. Smith, . . . .	“ “
Eugene L. Smyth, . . . .	LYNN.
Frederic S. Smith, . . . .	CAMBRIDGEPORT.
Wilton E. Smith, . . . .	S. WALPOLE.
Harris B. Stearns, . . . .	CHARLESTOWN.
William A. Stetson, . . . .	Tremont St.
William H. Swain, . . . .	} N. EASTON.
Frank M. Swain, . . . .	
George S. Taft, . . . .	WINTHROP.
Marion Talbot, . . . .	} Mt. Vernon St.
Edith Talbot, . . . .	
Teikichi Tanaka (of Japan), . . . .	W. Springfield St.
John H. Tappan, . . . .	W. Newton St.
Geo. D. W. Thorndike, . . . .	BEVERLY.
George P. Thresher, . . . .	CAMBRIDGEPORT.
Edmund P. Tileston, . . . .	DORCHESTER.
Charles E. Torrey . . . .	GRANTVILLE.
Emerson W. Torrey, . . . .	N. WEYMOUTH.
Georgie H. Townsend, . . . .	Pinckney St.



Charles T. Trask, . . .	IPSWICH.
Hattie E. Turner, . . .	CHARLESTOWN.
Reed Tyler, . . .	Hanson St.
George J. Vickery, . . .	Hanover St.
George H. Vinal, . . .	Clifford St.
William A. Wadsworth, Jr., . . .	Indiana Place.
A. G. Weeks, Jr., . . .	Newbury St.
Charles B. Wellington, . . .	CAMBRIDGEPORT.
Benj. W. Wells, . . .	Chestnut St.
E. F. Westcott, . . .	W. Chester Park.
Everett Westcott, . . .	W. ROXBURY.
Winthrop Wetherbee, . . .	Temple St.
James D. Whelpley, . . .	St. James Hotel.
Charles W. White, Jr., . . .	Boston Highlands.
Howard B. Wiley, . . .	BEVERLY.
G. F. Williams, . . .	FOXBOROUGH.
Arthur R. Wilmarth, . . .	JAMAICA PLAIN.
Charles H. Wilson, . . .	CHARLESTOWN.
George H. Winslow, . . .	JAMAICA PLAIN.
Frederic M. Wood, . . .	Rutland Square.
Henry E. Woods, . . .	Union Park.
Charles E. Wyman . . .	} DORCHESTER.
Walter E. Wyman, . . .	

## PREPARATORY DEPARTMENT.

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Those marked with an asterisk (\*) have entered since January, 1873, but are not at present members of the School.

Names.	Residences.
Harry S. Abbot, . . .	Beacon St.
Walter Austin, . . .	Arlington St.
J. Harris Aubin, . . .	Boston Highlands.
John B. Blake, . . .	Harrison Avenue.
Robert F. Blake . . .	" "
Edward B. Bayley, . . .	Hereford St.
George B. Billings, . . .	Hancock St.
Arthur T. Bradlee, . . .	Beacon St.
Perry Brigham, . . .	BROOKLINE.
Robert W. Bush, . . .	LONGWOOD.
Bertha M. Buck, . . .	Beach St.
Amelia F. Capen, . . .	Tremont St.
*George A. Carter, . . .	Beach St.
Stephen Chase, . . .	Beacon St.
Harry C. Curry, . . .	BROOKLINE.
Frederic R. Estes, . . .	Exeter Place.
Thomas E. Harris, . . .	Washington St.
Henry C. Horton, . . .	Hancock St.
Marcus M. Kimball, . . .	Mt. Vernon St.
Lizzie E. Little, . . .	Davis St.
Walter Mackintosh, . . .	Boston Highlands.
John B. Newcomb, . . .	Worcester St.
Joseph P. Nickerson, . . .	Boston Highlands.
Frederic E. Puffer, . . .	" "
James M. Randall, . . .	Beacon St.
George P. Richardson, . . .	BROOKLINE.
Henry Savage, . . .	Beacon St.
Mabel Schenck, . . .	Tremont St.
Willie E. Stackpole, . . .	S. BOSTON.

Warren L. Stevens,	.	.	St. James Avenue.
Eva M. Stevens,	.	.	.. "
Frank A. Taylor,	.	.	SHARON.
Ralph R. Twitchell,	.	.	BROOKLINE.
William D. Wooldredge,	.	.	Beacon St.
Harry K. White,	.	.	Columbus Avenue.

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DEATHS IN 1873.

March 22, WILLIE B. FRENCH, 14 years 3 mos.

May 12, FRANK WELLS, 16 years 5 mos.





FORTY-SIXTH

Annual Report...Chauncy-Hall School.

JANUARY, 1874.

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EIGHTEEN HUNDRED AND SEVENTY-THREE was a momentous year for Chauncy-Hall School. The fire showed that the discipline of which we have spoken in different reports is not a mere outward show, but that it has been an aid to every pupil in the formation of habits suitable for meeting emergencies.

Our building, with all the books, fixtures and apparatus, was destroyed on the Friday of the spring vacation. The next morning the pupils were notified through the newspapers and by placards to meet at Boylston Hall, their regular place for military drill, at the usual time on Monday. Almost all were present at an early hour, and were sent at once to the commodious rooms which we had been so fortunate as to secure in John A. Andrew Hall.

Although most of them had never been in the new rooms, there was no staring, restlessness, or disorder. School opened punctually and all the exercises went on as usual. A stranger would not have known that anything extraordinary had happened.

We had never before felt so proud of our pupils.

The first intention was to stay only the remaining two months of the school year; but after a careful examination of all other available halls and buildings, it was thought expedient to continue the school in this place during the present school year. The space is

ample, and the inconveniences only such as naturally exist in any building not specially built for school purposes. Much has been done to improve the ventilation and otherwise adapt the rooms to school purposes. This provisional arrangement has worked better than could have been expected. The boys seemed to realize the situation and sympathize with our perplexed condition, and the school has moved on through the winter with reasonable comfort and smoothness.

#### THE NEW CHAUNCY HALL.

But of course, the arrangement was but temporary. Something was to be done to insure a permanent future to the school, and to conduct it on a scale and in a manner demanded by the wants of the public and the present state of education. A thorough search did not enable us to find any building in a desirable locality that could be altered and adapted to suit our purposes; and building a new school-house, even at the expense of a year's delay, seemed the only feasible plan. Land eminently adapted to this purpose was found upon Boylston street, a little below the Institute of Technology, and adjoining the estate of the Second Church; also in the immediate vicinity of the Museum of Natural History and of the Art Museum, and in a neighborhood open, airy and healthy. Space could be had sufficient for a building, that should amply accommodate the school, allow for its natural increase, and be a credit to the city and to the cause of education. Such an enterprise, however, was beyond our private means, and we knew that it would not be safe for us to pay the ordinary rates of interest on the sum of money required.

But these difficulties were happily met by the kind-







ness of a large number of the graduates and friends of the school, who have organized as a corporation under the general statutes, and are erecting an elegant building which is to be finished in August, and will be rented to us at such a price as to afford them a moderate return for their investment. The list of subscribers will be published in the catalogue of next year.

#### PUPILS SENT FOR EXAMINATION.

Our annual classes have entered Harvard College and the Technological Institute during the past year; also two candidates, one of whom was a young lady, entered the Boston University, which was opened this year to general students. In this connection we call attention to the fact, that after 1874 a knowledge of French or German will be required for admission to Harvard College. It will therefore be necessary for all boys intended for it after this year, to commence the study of one of those languages if they have not already done so, and hereafter to begin early in their preparatory course. An excellent new arrangement in regard to examination and admission at Cambridge has been made, by which the student is allowed to present himself a year beforehand and be examined in not less than seven subjects, and, so far as he is successful, to have the result credited to him in regard to his final entrance. A load of anxiety is thus taken from his mind, and the memory is not strained to keep the verbal details of a multiplicity of subjects before it, while whatever benefit there is to be derived from them has become a part of the mental development. To have passed his examination in Virgil or Xenophon or Mathematics when fresh from them, a year in advance, will leave a boy's mind freer for the rest of his studies,

and will save his time by preventing the necessity of final reviews to recall what has been partially forgotten. It will be like removing all superfluous weight from the soldier on his march. He goes onward more easily and cheerfully and arrives at his goal in better condition. This will explain why our classes may seem to be omitting some subjects for a time.

#### INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the first class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematical studies are required for entrance there, and that all other things may be laid aside in the preparation.

#### OTHER INSTITUTIONS.

Besides students who are going to Harvard University and the Institute of Technology, and those who are intended for mercantile life, there are at this time pupils preparing for the U. S. Military Academy at West Point, the Naval School at Annapolis, the Harvard Law School, the Technical School at Worcester, Amherst College, Boston University, and the Harvard Examinations for Women.

#### NATURAL HISTORY AND BOTANY.

The studies of Natural History and Botany which the lamented Agassiz did so much to popularize and introduce into our schools, are now pursued in a regular and systematic manner at Chauncy Hall. The Fifth and Sixth Classes have a weekly lecture on Natural History to which they are encouraged to

bring specimens illustrative of the subject. Many of the boys show much interest and zeal in this subject and attend at extra hours to make dissections and preparations under the eye of the teacher. In Botany, too, many rare and curious plants are brought in and at the proper seasons there is much emulation in bringing the leaves and blossoms of different kinds of plants and trees. The teacher who conducts this Department had the good fortune last summer to attend the School of Natural History at Penikese.

#### CHEMICAL DEPARTMENT.

On the lower floor of the new building a room is to be devoted to the purposes of a Laboratory in aid of the study of chemistry. This is an advantage that we have always needed and without which that important study can be but imperfectly pursued. This Laboratory will be arranged and fitted up in the most approved manner, and will offer to students the advantages possessed by the most advanced institutions.

#### KINDERGARTEN.

We have always received little children in the Preparatory Department at the age when they were able to begin to learn to read; but in September, for very young children of both sexes we shall open a Kindergarten, from which in due course the pupils will be promoted to the Preparatory School. This new Department will commence that harmonious development of opening mind on which so much of the success of subsequent education depends. Some of the ablest educational authorities of Europe have formed what is commonly called the Kindergarten system of instruction, which takes the child when three or four years old



and cultivates its faculties in the order of nature ; first by presenting to the perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c. ; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them ; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher instead of the first lessons of a very different description which are usually learned in the nursery. The amount that may be learned in this way from a proper teacher before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they commence the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system by using the name for schools or collections of children who were not taught upon true principles or upon any principles except to please them for the time being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able



and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

As Miss Elizabeth Peabody is the most eminent authority in this country in regard to Kindergarten instruction, we refer to her any parents who may wish to make inquiries concerning the qualifications of the lady who is to have the charge of organizing this new department.

All the pupils of this department will enter the building by the door for young ladies, and will occupy a sunny room warmed in part by an open fire.

Only fourteen will be admitted.

#### YOUNG LADIES.

In the last report mention was made of the high standing held by the young lady pupils. Since then one of them has entered Boston University and three have become successful teachers, two in Massachusetts and one in Maryland.

Notwithstanding the inconvenience of our present location the number of girls has remained the same as last year, and at the Exhibition they won more than their share of school honors without any detriment to their health. This must be attributed in part to the careful supervision exercised over them by the lady under whose special care they have been. And in this connection we can assure those friends who have entrusted daughters to our care, that we have no fear for their health so long as we have ladies with us so thoroughly qualified to oversee them.

In the new building they will occupy the South East

room on the second story, where there is sun all day. The small front door on Boylston St. will be reserved exclusively for them and the members of the Kindergarten.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought, or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. If these pupils really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the unusual opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition, the young boy who "can't start" is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some trou-

blesome idiom ; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of our pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it ; and we have been told repeatedly by parents, who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

We here reiterate what we have said so many times in former reports, that we prefer to have

#### NO HELP ON MATHEMATICS GIVEN AT HOME.

It is very wearisome for parents to spend evening after evening in giving assistance on branches which can be more expeditiously taught here by an experienced teacher ; but the child pleads,—“I shall be deficient to-morrow if you don't help me ;” or “the teacher was too busy to show me ;” or “I had no time to ask,” and the parent, after hearing these statements repeated a few times, thinks there must be some truth in them, and yields to an entreaty which should have been firmly resisted.

The arrangement mentioned on page 6, of going home early to dinner and then returning, will be convenient in many cases ; but where play time in the afternoon is more valued than exercise at noon, no harm will ensue to any boy in good health by bringing his dinner to school once or twice a week, and remaining for explanation until three o'clock. He can always obtain permission to go out at noon for exercise, and his work is done at an earlier hour than if he goes home to dinner.



Besides these arrangements for afternoon help, some teacher is at leisure during more than half of the regular school hours on purpose to afford similar assistance; but the afternoon is the best time.

An incident which has occurred on the day when this paragraph is written illustrates the constant inattention to the advantages we have mentioned. Into a room where the members of one of the lower classes were preparing their arithmetic lesson, a teacher came and inquired if any one needed assistance. Several boys came to the front and obtained what they needed, and the teacher departed to other duties. Half an hour afterwards a boy, who had remained in his seat, requested one of the Principals to let another boy show him about a problem. When asked why he had not availed himself of the teacher's offer, he replied that at the time he was learning a Geography lesson. Of course his application was refused. Had he learned his Geography at home according to direction, there would have been no trouble. This evening he will probably tell his parents that he had a bad lesson in Arithmetic to-day because he "couldn't get any explanation;" and to-morrow a note will come from his parents, "We were obliged to spend most of last evening in showing our son about his Arithmetic. We shall consider it a great favor if you will devise some way by which he can have these things explained at school."

#### RECITERS AND THINKERS.

Pupils are sometimes removed because they are obliged to learn so few rules and are required to make their own deductions from the truths brought to their notice.



In such cases we can only say that it is very easy to show a child a rule and tell him to work so many examples under it ; but such a proceeding is not *teaching* in the proper sense of the word.

Chauncy Hall does not aim to produce mere reciters in a school room, but it does make every endeavor to send out into life observant and thoughtful men and women, with a desire for culture, and a power of investigating for themselves instead of relying on a few text books.

#### COURSE OF READING.

Former reports have spoken of the careful study of some of the best English authors, extending through several years, which is one of the marked features of Chauncy Hall ; but an auxiliary to this has been introduced to which only slight reference has been made, as we wished to give it full trial. It is the assignment of a limited course of out-of-school reading, of which oral or written abstracts are given in school every three weeks. Its influence has proved so salutary that no other innovation in the upper classes during the last five years has called out so many expressions of gratitude from the parents, or has elicited so many letters of inquiry from educators in different parts of the country.

Many a boy, whose intellect was so weakened by the rubbish which fills most of what are called "children's books" that he could not at first enjoy even the Iliad, has become in a short time so interested that he would give three times the required study, until what was begun as a disagreeable task has become literally,

"The tale of Troy divine."

Great thoroughness is demanded on the regular semi-weekly lessons in English literature (five a week in the extra class); and as many of the pupils are studying two languages, care is taken not to assign too much for this extra reading; but it is found that there is no trouble during the last four years if only a very short time is spent each day in taking up the following works, varying the order according to the average taste and culture of the class: Lives of Washington, Franklin, and some one other distinguished person; two novels each of Scott and Dickens; the Iliad; the Æneid; two volumes of travels; the Roger de Coverly papers from the Spectator; two volumes of Prescott's Histories; Hiawatha; Goldsmith's Deserted Village, Traveller and the Vicar of Wakefield; one of Cooper's novels; two of Macaulay's Essays and the first volume of his History of England; one epistle each of Pope's Essay and Cowper's Task; two volumes of Irving; selections from Bryant and Whittier; one canto of Childe Harold; three of Chaucer's Canterbury Tales; two cantos of the Faery Queen; one of Thompson's Seasons.

Where one volume of a work is given, or only part of one, it is in the hope that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

#### TEACHERS OF BOTH SEXES.

Attention is called to the important fact that, above the Preparatory Department, every class recites every day to teachers of both sexes, and is also under their care out of recitation hours.

A boy needs daily advice and guidance from those of his own sex, while, on the other hand, whether his natural tastes are refined or coarse, he will inevitably be a better man for being, through the formative years of his life, partially under the influence of conscientious, cultivated women; and it is equally important for a girl to grow up under teachers of both sexes.

#### LARGE SCHOOLS.

*(Extract from circular of Nov. 1873.)*

In this connection we must notice the objection sometimes made to large schools. Occasionally a boy is withdrawn to have the advantage of "greater attention in a smaller school." Parents who do this are not aware that the great number of teachers in a thoroughly graded and carefully supervised school gives each pupil more hours of direct teaching and more time for extra explanation than can possibly be afforded by the arrangements of a small school with the ordinary diversity of classes. With every increase of our pupils there has been a still greater increase in the ratio of teachers to pupils. In the past fifteen years the increase of pupils has been forty-five per cent., while the increase of permanent teachers has been one hundred per cent. The assistants are all teachers of ability and experience, and parents are invited to visit the school often to see the kind of instruction which is given to their children.

#### ORDER OF EXERCISES.

Soon after the opening of the school year each pupil is supplied with a printed Order of Exercises, telling him to a minute, the times for recitation, recesses, &c.



A copy is also sent to each family for the use of the parents, not only that they may know what lessons should be studied on each evening, but also that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours.

#### CLASS RANK.

Under the regulations about medals on the 7th page it will be seen that care is taken not to excite improper emulation. For the same reason no use is made of class rank. There is no need of placing daily before the backward members of a class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar; nor is it for the physical or mental health of the half dozen brightest boys for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into "worry," and in course of time furnishes those sad examples where "knowledge comes but wisdom lingers." The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

#### WRITTEN EXAMINATIONS.

The past year has added more proof to the remarks on examinations, made in the last report and reprinted in the appendix to this one.

Besides the minor examinations, a thorough one is held at the close of each half year to determine to what class each member of the school shall be assigned.



Notices of these examinations are given one week in advance, and no excuse but illness will be accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason* he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such extra work should receive.

Of course this does not apply to those scholars mentioned on page 9, who are doing only partial work, and who are understood to be members of the class for two years.

## EXHIBITIONS AND PRIZES.

The Forty-Sixth Annual Exhibition was held at Music Hall, January 28th.

Great care is taken that the parents and friends of the pupils shall not feel the annoyances so often witnessed at concerts, lectures, exhibitions and other public gatherings. All admissions are on the condition that after the commencement of the exercises, there shall be, except during music, no entering or leaving the hall, no conversation, and no standing. Of course some parents cannot remain the whole time, but as each is supplied with a reserved seat, and as he knows, the night previous, in which part of the afternoon his child's part will come, he can generally manage, by being careful about the times for the music, to be present for the half hour in which he is most particularly interested. But to us one of the very pleasantest features of the Exhibition is the very large number of active business men who come early and remain through the whole exhibition.

Great care is taken to avoid the objections often made justly against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. No pupil is allowed to omit any regular lesson, except sometimes in reading when he is preparing to read at Exhibition, and if his recitations in Mathematics, Languages, or any other Department, show a falling off in application, his Exhibition part is summarily taken from him. He is taught that he has no right to make a handsome appearance in elocution at the sacrifice of any other part of his education. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious boy to obtain some part.

Exhibition Day is comparatively as much of a festival as Class Day at Harvard.

Nearly all of those who have no part manifest great interest in the success of the affair, and some of them are generally on the Committees chosen by the boys to attend to the business matters of the Exhibition.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures, and we are willing to leave to the decision of the audience at the last exhibition, if the exercises that afternoon in inculcating the value of good manners, perfect order, promptness, and self-reliance, were not worth more than any possible lectures or recitations in literature or science.

We are sometimes asked by persons not familiar with our system, if, after the exhibition is over, there is not a listlessness and want of interest in the regular school work, as a natural reaction from the excitement of the occasion. We invariably find the contrary result. A new vigor is infused not only into the elocution, but into every other department, caused in part by the remarks made at home by the parents and friends of the pupils.

For the last three years we have been compelled to charge an admission fee, in order to lessen the crowd that formerly made the Exhibition so uncomfortable.

The entire receipts have been devoted to a fund for the foundation of a scholarship at Harvard College, which now amounts to over twelve hundred dollars.

This year we advertised that we should take the receipts towards replacing the reference library destroyed in the fire. We shall probably do the same



thing next year, but after that time the receipts will go again to the scholarship.

The music, as is customary in all other institutions, is furnished by the pupils ; all other expenses are defrayed by ourselves.

The system of prizes is so fully explained on page 7, that but one remark is needed here. Within the last ten years the requirements for obtaining a medal have been considerably increased, and we now wish to make a slight change in the form of these severe conditions if it can be done without lowering the present standard of scholarship.

Sometimes an excellent scholar who has conscientiously prepared a lesson will fail, through confusion or a sudden head-ache, or some unaccountable accident, particularly after absence. To provide for such cases, a pupil will be allowed under certain limitations to claim a prize for examinations instead of recitations.

#### HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age.

We have also mentioned that there is no class rank to cause feverishness and worry ; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

VENTILATION. — Pure air is indispensable for a school room. Many of our friends know how thorough the ventilation was in the greater part of the building that was burned. In the new school house sufficient



air will be brought into each room to replace constantly what becomes vitiated, and the bad air is drawn off by seven brick ventilating shafts running from the basement through the roof and kept heated through the school year. Besides this system, open fires are provided for most of the rooms. The chemical room has a shaft entirely to itself, so that no gases can escape into other apartments.

Both of the last two reports of the State Board of Health speak of the school-houses built by Mr. Martin, as "completely satisfactory" in regard to ventilation, and he is confident that the new building will not be inferior to those so highly commended.

**EYESIGHT AND POSITION.**—The furniture is making by Haskell & Son on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light will come from the left during study hours; and the walls will be tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care it is well to bring written directions from an oculist.

There will be fewer flights of stairs in the new building than in the old, and the room with the highest walls is at the top instead of in the centre, so that neither flight is lengthy.

**SUNSHINE.**—In most school-houses in town some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so

arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY,—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight to parties or the theatre. Parents need have no fear in regard to the bad results of study in itself if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us,

have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

LUNCHEONS.—We have reserved for these closing lines the most serious matter connected with the health of our pupils. It will probably bring a smile to the faces of most readers to be told that the members of Chauncy Hall suffer more from want of nourishing food than from all other matters combined that come into the hours spent here. But careful observation shows that the statement is not exaggerated.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at an eating house; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to arrange for varied lessons, frequent change of position, softened light, proper attitude, and pure air, if health is constantly undermined by inattention to food.

CUSHINGS & LADD.

April, 1874.



# APPENDIX.

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Several important subjects not taken up in the report for this year will be found in the following extracts from former reports.

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## *Extract from Report for 1864.*

The school receives children at the very commencement of their education and in a course of ten or twelve years gives them a thorough English education as a foundation, adding such accomplishments and additional studies as the particular line of life selected for the individual may render desirable or necessary. Many pupils thus receive their entire education at the school, and, commencing their alphabet in the Preparatory Department at the age of five or six, remain till they enter college or the counting-room, at seventeen or eighteen. Others are received at various stages of their progress, joining such classes as their acquisitions will allow. All the appliances and means of imparting a thorough education are brought to bear upon the pupils, and their acquisitions will be in proportion to their *abilities, exertions, health, regularity of attendance*, and the *interest and coöperation* of their parents. *All* these elements are necessary to produce *superior scholarship*, which, as they are not very frequently combined in one person, must be comparatively rare; while respectable attainments, with excellence in one or more studies, are within the reach of the majority. To promise more than this as the result of any system, arises either from inexperience or dishonesty. The school has discovered no royal road to learning. Though a private institution, it does not dispense with the labor, order, and discipline that are found necessary in public ones. It is not



intended as a refuge for laziness and imbecility, and desires no scholars who are not expected to comply with its requisitions and obey its laws. It looks for no improvement that is to come to the student in some mysterious way, merely by having his name on its lists and occupying seats at its recitations. It does not expect that pupils who are irregular in attendance, from whatever cause, can make the same progress as those who are always present; nor does it look upon a note of excuse as equivalent to a well prepared lesson. It is, emphatically, a *working* school, and no progress is promised to those who do not *work*. With these views, lessons are set daily of such length and difficulty as experience has shown can be mastered in a reasonable time by the average intellect.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils—most important parts of education. Moral instruction is not imparted by set lessons or lengthy lectures; but by appropriate comments on passing events, whether of school or of other conditions of life, by the private hint to arrest the first steps in wrong doing, by forming and maintaining a healthy public opinion that shall frown down meanness, vulgarity, and dishonesty; and finally, by making a broad distinction between those worthy of trust and confidence, and those who are not. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy. When these principles cannot be depended on, a strict surveillance is exercised, and the avenues and openings to temptation are, as far as possible, closed, while a prompt and sure reckoning awaits the transgressor.

Gentlemanly manners are required in all school intercourse. The forms and observances of respect shown from the young to their elders in the days of our fathers, though unwisely relaxed in some families and schools, will always be maintained at Chauncy Hall. Manners are one of the safeguards of society, and, next to principles, must be insisted upon by all who have its interest at heart.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and requisitions of the school. Every day has its fixed and certain exercises, which come around with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are required to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parents' signature ; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.

*Extract from Report for 1867.*

The discipline of a large school is necessarily strict, if it is to deserve the name of a school ; but it may be strict without being harsh, and requires nothing from any pupil that an

enlightened regard *for his own interest* as well as for the welfare of others, does not prescribe. Good conduct in school is nothing but what good morals and good manners require, and we wish no pupils to enter Chauncy Hall who desire to lay these aside, or who are unwilling to receive our idea of them, if they are ignorant themselves, and to abide by our judgment while under our charge.

*Extract from Report for 1872.*

As a means of ascertaining a pupil's real knowledge and standing in the mathematical department, very frequent written examinations are held, involving great labor to the teacher. These are necessary to prevent that living on borrowed capital or by underhand measures, to which there is so much temptation. It is of little use for a boy to get his problems done by a kind but injudicious sister, or to borrow them from a classmate, if a written examination is going to expose his real mental condition and go far towards deciding his standing. Similar examinations are also held in the other departments as often as is thought necessary; the result in all cases is indicated by a mark in *red ink*, 100 being the maximum.

The attention of parents is particularly asked to these examination marks, as by them, even more than by the *daily* marks, a pupil's real and available knowledge of a subject is indicated. We often call attention to them when particularly low; but whether we do or not, they should receive constant and particular notice. By them, better than by asking or writing, parents may judge if their son is doing as well as health will allow, and can see the likelihood of his maintaining his place in his class at the end of each half year.

We consider that this system of examinations is likely to increase the working power and efficiency of the school in a great degree. It dispels the illusions of those who fondly but falsely flatter themselves that they are well informed upon a subject, when in reality they are not; it opens the eyes of the parents of youthful prodigies who have tried to persuade the home department that they can get along with little or



no study ; it shows the effects of absence, whether proceeding from necessary causes or not ; finally, it sometimes shows in a quiet but conclusive way, that some scholars have not abilities equal to their position, and convinces them and their friends of the necessity of a change. From whichever of these reasons a change of class becomes necessary, the real good of the pupil is what is sought in making it ; and it is only when caused by negligence, that it need be taken to heart. After a scholar has ceased really to go on understandingly with his class, to touch bottom as it were, but is merely dragged on by it, he is not getting any good himself, and is so much dead weight upon the progress of others. He is simply wasting money, losing time, and learning a lesson in deception. Presently some trial of his knowledge arrives ; an examination for some position in business, or for some institution of learning. His nominal position seems to warrant his trying to pass it, and his inability to do so mortifies himself and friends, and reflects discredit on his school and teachers. It is altogether a mistaken kindness that tries to spare the feelings of those who are inadequate to their position, by allowing them to remain in it. It is like putting a half-grown, undeveloped boy to do the work of a man, and expecting him to keep up with those in the full growth and muscle of manhood.

To give any one the proper position to work in is a matter of necessity if the work is to be done ; true kindness is to find this place for him, not to flatter him by keeping him in a position too difficult for his powers. Such changes, therefore, should be looked upon as growing out of the necessities of the case, and should be acquiesced in accordingly. We are happy to state that this has generally been the case, and that in many cases the system has been appreciated by the pupils themselves, who are working with new heart in their present classes. Nothing will tend more to keep a school up to a high standard, than the certainty that no one will be allowed to remain in a place to which he is not equal, or whose duties he will not fulfil. It is our determination to apply this principle in our management and classification, and



we shall consider it equally kind and proper to *redetermine* the standing of the scholars by examinations at proper intervals, as to determine it in that manner at their entrance. We shall take care that it is not done abruptly or without sufficient warning. The examination marks in red ink will be a general indication of a pupil's standing, and a frequent low percentage will be a warning of the necessity of improvement in lessons or change of position. In this connection may we not ask for a constant attention on the part of parents to the weekly reports. They are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication. In them may be generally seen the results of study or negligence, and also of ability or the want of it in the different departments. They tell the truth silently but exactly; they cannot soften or exaggerate; they cannot withhold anything for fear of giving pain; nor forget to state what should be known. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in department shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to do. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

Special explanation is desired from parents in case of any *permanent* trouble or weakness rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They can state their own cases and will be excused if necessary.

As this report will probably be read by some persons not

acquainted with this institution, we would call their attention to two important particulars in which Chauncy Hall differs from the public schools.

1. A pupil does not pass, every six or twelve months, to the charge of a new teacher who instructs him in all the studies of that term; but he is here at once placed under the care of several teachers, from each of whom he receives instruction for several years in some particular department. This prevents the loss of time occasioned by the efforts of a new teacher every six months to ascertain the peculiarities of a class. Take Mathematics for example. A boy will be much more likely to be thoroughly prepared for the University or the Institute of Technology, who has been taught by one accomplished teacher from the beginning, than if he has been under the charge of eight or ten different instructors, no matter how able they may be.

2. This is the only school in Boston which admits pupils of all ages, and thus enables young boys and girls to receive the protection of their older brothers to and from school. That this circumstance is considered a great advantage, is shown by the fact that over twenty families have availed themselves of it during the past year.

4504.52  
FORTY-SEVENTH ANNUAL

# Catalogue

OF THE

## TEACHERS AND PUPILS

OF

## CHAUNCY-HALL SCHOOL,

Nos. 259-265, BOYLSTON STREET (NEAR DARTMOUTH),

**BOSTON.**

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*CONTAINING THE REPORT FOR 1874,*  
THE AIMS AND PURPOSES OF THE SCHOOL AS SHOWN IN  
FORMER REPORTS, AND A LIST OF THE STOCKHOLDERS OF  
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## PRINCIPALS:

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LATIN, GREEK, WRITING, AND SPELLING.

WILLIAM H. LADD,

ENGLISH LITERATURE, COMPOSITION, AND ELOCUTION.

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ELOCUTION AND LATIN.

ERNEST W. CUSHING,  
CHEMISTRY.

MISS FANNY V. VIAUX,  
FRENCH CONVERSATION.

MISS D. AUGUSTA CURTIS,  
KINDERGARTEN.

MISS LUCY GARLIN,  
VOCAL MUSIC.

MISS ALICE E. HOLDEN,  
MATHEMATICS AND DEFINITIONS.



## ADVERTISEMENT.

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# CHAUNCY-HALL SCHOOL, BOSTON,

Is designed for the instruction of boys from the commencement to the close of a complete course of school education.

Girls also are admitted, having seats in a room under the care of one of the lady teachers.

It consists of three Departments: Kindergarten, Preparatory, and Upper.

### TERMS:

KINDERGARTEN, limited to fourteen pupils.  
\$100.00 from Sept. 20 to June 12, payable Dec. 1.

### PREPARATORY SCHOOL.

\$50.00 a half year or any part thereof, payable Dec. 1 and April 1.

The first half year is from Sept. 13, 1875, to Feb. 4, 1876; the second from Feb. 7 to July 3, 1876. Pupils entering after April may have the time which they have lost since February made up to them in the following autumn.

### UPPER DEPARTMENT.\*

\$180.00 a year for the English studies, payable quarterly, Oct. 11 and Dec. 22; March 6 and May 17, 1876.

\$8.00 a quarter for one language, and

6.00 " " " each additional language.

6.00 " " " special Drawing and Materials.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything about these private arrangements.

The use of all English Class-books, and Stationery of all sorts, furnished to pupils in the Upper Department for two dollars per quarter; in the Preparatory School, two dollars per half year.

In the Chemical Department the same arrangement will be made that exists at the Institute of Technology. Each student will be furnished with apparatus for his own special use, and all damage and loss will be charged.

When there are two or more pupils from one family through the entire year, a deduction of thirty dollars will be made on the fourth quarterly bill of each year for each member of the Upper Department.

☞ A pupil commencing a quarter, is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter.

☞ No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours, an extra charge will be made*, according to the time occupied, except under the circumstances mentioned on page 49.

A fee of two dollars in advance will be paid to the assistant teachers for each *extra* semi-annual examination caused by absence for any reason but illness. See page 43.

### SPECIAL STUDENTS.

[See page 35.]

Terms by the quarter, invariably in advance, for instruction in class hours only; no seat reserved.

Botany and Natural History, \$5 each; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, Book-keeping, English Grammar and Punctuation (counted together), Composition once a week, Natural Philosophy, Drawing (four times a week), Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, 30; Chemistry with Laboratory practice, \$20; Shakespeare and general Literature, five lessons per week, \$25; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$20, two, \$30; Latin or Greek, daily, \$30, both \$50.

No regular pupil who falls behind his class on account of idleness, will be received as a special student in more than three branches.

### PRIVATE INSTRUCTION

can generally be obtained from teachers of the above branches. Their fees are from twenty-five to fifty dollars for a course of twenty lessons, or by the year according to agreement.

The next school year commences on the thirteenth of September, 1875, and extends to the first Monday in July, 1876, and is divided into four quarters, commencing September 13th and November 22d, 1875, and February 7th and April 17th, 1876, at which times and on January 1st, vacancies usually occur.

\*\*\* Pupils are received at any time, if there are vacancies, the charge in the Upper Department after the first two weeks of the school year, commencing from the week of entrance; but if extra teaching is necessary to make up lessons which the class have previously been over, the charge will begin from the first week of the quarter.

One quarter's notice of intention to withdraw a pupil is respectfully solicited.

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### Regulations, &c.

Reports of studies, conduct, &c., are furnished weekly (in the Preparatory School monthly), *to be returned, endorsed by the parent or guardian, on the day following their reception by the pupil.*

The regular annual promotions are in September. No pupil is advanced to a higher class until he has passed a satisfactory examination in every study pursued by his class during the previous year; except that possibly some special case may occur, where thorough work in two languages will be accepted instead of one English study.

For the encouragement of industrious and healthy pupils, promotions are allowed at any time of year on satisfactory examinations.

In January an Exhibition is given, at which medals and other prizes are awarded for the year ending December 31st. About the same time a printed report, with other topics connected, is sent to the friends of the Institution.

*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.



**MILITARY DRILL.**—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They can state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company in the Battalion.

**SINGING.**—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without notes from home.

**HOURS.**—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Preparatory School have half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises commence at 8½ to 9 o'clock, according to the seasons. The Hall is open from 7½ to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements. Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours, but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted.

**BAD LESSONS** must be made up after school; but in many cases this can be done on the day following the failure, so that the pupil's family may know of the cause of his detention and make arrangements for his dinner. Ordinary faults, not exceeding four in a week, can be settled on Saturdays, if parents wish. But those exercises that come at long intervals, like Composition, Abstract of Authors, and Declamation, must be settled, so far as is convenient for the teachers, on the day when they fall due. If these exercises are begun, as they should be, at least sixteen days before they are due, there will rarely be any trouble about them.

With the beginning of the 48th year, September, 1875, **NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.**



## VACATIONS AND HOLIDAYS FOR 1875-6.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the week commencing on the Monday of "Anniversary Week"—Artillery Election—the 17th of June—Class Day at Harvard—from the fifth of July to the thirteenth of September—three days in October—Thanksgiving and the subsequent day—and the week from Christmas to New Year's Day, inclusive.

☞ The Principals of the School also reserve the right of granting such other holidays—not exceeding five in number—as may seem to them advisable.

## Medals and other Prizes

are awarded as certificates of a definite amount of accomplished work. In order that there may be no improper emulation, there is no limit to the number. There are six grades; three of gold and three of silver.

The *first grade* will be awarded to those pursuing two or more languages, in addition to the English; the *second grade* to those pursuing one language besides the English; the *third grade* to those pursuing English studies only.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10 of the following year.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning partly on one condition and partly on another will not be allowed.

First. RECITATION CLAIM.—For the *gold* medal there must be no low mark.

For the *silver* medal the number of low marks must not exceed five for the first, ten for the second, and fifteen for the third.

A pupil having many lessons marked *four* (which number denotes a merely passable recitation) will receive a medal one grade lower than the above scale indicates. Suitable reduction will be made for the omission of any study in the regular school course except those studies excused to boys studying both Greek and Latin. When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided* that in those languages there is no mark less than 5, or that, having not more than ten marks below 5, but not less than 4, the examination percentages are unusually high. On the same conditions English Defining may be omitted when the student studies three languages.

Pupils studying languages, and having failures in any department, will stand better in obtaining lower grades of medals than boys who have English studies only; as an allowance of three failures will be made for a modern language, and of five for Greek or Latin. Two failures will be allowed to members of the Latin and French classes commencing in February. All altered marks on Reports not signed by one of the Principals, will count as low marks.

All absences not marked "Exeused" on the face of the Report, with the signature of one of the Principals, and within a week from the time the Report is received, will count as low marks. *The only circumstances under which such excuses will be given, are illness, the marriage or death of a near relative, attendance at church with their families, and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible; the lessons in these last cases to be made up.*

Second. EXAMINATION CLAIM.—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on every study pursued by his class. He cannot take the average of several studies.

For the six grades the respective required per centages are in  
 Each branch of Mathematics—95, 93, 91, 88, 86, 84.  
 Other English Branches, each, 90, 87, 84, 81, 78, 75.  
 Each Language, 94, 91, 88, 84, 80, 75.

The per cent. in Mathematics is higher than in other English branches, not to make that department more prominent than others, but because experience shows that it is easier to give clear and exact answers there than in most other studies. Examinations in Literature will include the course of out-of-school reading as well as those authors regularly studied in class.

As this form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold* if he has had more than five low marks; for the second, more than ten; third, fifteen; for the first *silver* more than twenty; second, twenty-five; third, thirty.

The regulations in regard to absence and tardiness will be the same as by the first form of claim, except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many low marks as they cause lessons to be lost.

OTHER PRIZES.—Prizes of Books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals. Prizes are also given for excellence in some special department where there has been no neglect of other regular exercises. Elocution prizes depend to great extent on the marks for reading and declamation throughout the year; and to obtain the higher elocution medals a good knowledge of Shakespeare is required.

The Thayer Association give a gold medal for English Composition.

The Gold-Medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his school-mates to be the best boy. A medal is also awarded in the same manner to the best boy in the Preparatory Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no low mark for conduct.*



## STUDIES PURSUED AND BOOKS USED.

Many years of careful observation prove that the following course of study is adapted to any pupil who possesses ordinary mental ability and good health; and for such pupils it is very rarely changed. It requires out-of-school study every evening.

But there are always some members of the school who are too delicate to do the whole work, and who can study little or not at all out of school. Their health is of vastly more value than learning, but it is much better for them to have some regular mental discipline than to be idle.

They would form wretched habits if they were allowed to do poor work in all the different studies; it would be unfair to keep back the robust majority of the class for the benefit of the delicate minority; so for several years we have had an arrangement which has worked admirably. During the first year the pupil takes a little more than half of the work of his class, and the next year, instead of being promoted, he remains in the same class, reviews what he did the previous year, and takes up what he omitted.

As all the class are told at the beginning of the year that certain members are to remain two years in the class, there is no mortification at not being promoted. The whole matter is thoroughly understood. This course has been adopted by many families with excellent results to their children. It was first designed for the lower classes, but it was found equally advantageous for those pupils who require some lightening of their work at a later period of their school life.

It will be observed that the studies are arranged so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

### GENERAL EXERCISES.

Written Spelling Lessons every day.

Writing in copy books four times a week.

Delamation every third week.

Composition by all the classes except the Sixth—Sept. 27, Oct. 18, Nov. 8, Nov. 29, Dec. 20, 1875; Jan. 17, Feb. 14, March 6, March 27, April 10, May 2, May 31, June 21, 1876.

Abstracts of Authors, by the First, Second, and Third Classes, one week after the date for Compositions.

Vocal Music twice a week.

Military Drill twice a week for the lowest two classes; three times for the others.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Hall's Geography;  
 Oral Lessons in Grammar;  
 Greenleaf's Written Arithmetic;  
 Colburn's First Lessons;  
 Reading and Defining in Edward's  
 Reader;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FIFTH CLASS.

Hall's Geography;  
 Oral History of the United States;  
 Grammar;  
 Greenleaf's Written Arithmetic;  
 Colburn's First Lessons;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FOURTH CLASS.

Hall's Geography and Map Questions;  
 Grammar;  
 Geometrical Problems;  
 Greenleaf's Common School  
 Arithmetic;  
 Reading in School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing.

## THIRD CLASS.

Physical Geography;  
 Grammar;  
 History of England;  
 Greenleaf's Common School  
 Arithmetic;  
 Geometry;  
 Algebra;

Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome and Greece;  
 Natural Philosophy;  
 Wilson's Punctuation;  
 Arithmetic;  
 Sherwin's Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece and Ancient Geo-  
 graphy;  
 Fay's Modern Geography;  
 Defining;  
 Sherwin's Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;  
 English Literature;  
 Botany;  
 Modern Revolutions.

## EXTRA CLASS.

(This class is composed mostly of pupils who are not intended for College or the Institute, but who remain for one or two years of general culture, after passing through the First Class.)

History of France;  
 Freeman's General History;  
 Physiology;  
 Tyndall's Forms of Water;  
 Peabody's Moral Philosophy;  
 Wayland's Political Economy;  
 Defining;  
 Ray's Higher Algebra;



English Literature ;  
 Geometry ;  
 Agassiz's Method of Study ;  
 Agassiz's Geological Sketches ;  
 Astronomy ;  
 Chemistry ;

Sheppard on the Constitution of the  
 United States ;  
 The Bible ; Shakespeare ;  
 Longfellow ; Milton ; Tennyson.  
 Weekly Abstract of one volume of  
 some standard English or American  
 Author.

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## CLASSICAL DEPARTMENT.

### SIXTH CLASS.

Harkness's Latin Lessons ;  
 " " Grammar ;  
 " " Reader, begun.

### FIFTH CLASS.

Harkness's Latin Grammar and  
 Latin Reader ;  
 Harkness's Latin Prose Composition ;  
 Principia Latina, Part II.

### FOURTH CLASS.

Latin Grammar and Composition ;  
 Cæsar's Commentaries ;  
 Sallust's Catiline ;  
 Goodwin's Greek Grammar & Leigh-  
 ton's Greek Lessons.

### THIRD CLASS.

Latin and Greek Grammar and Com-  
 position ;

Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. Boys *intended for College* should begin Latin when entering the Fifth Class in the English Department. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the commencement of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Phædrus, Justin, Nepos, Latin School  
 Series ;  
 Andrews's Ovid ;  
 Xenophon's Anabasis, begun.

### SECOND CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Virgil's Æneid ;  
 Curtius, Cicero De Senectute ;  
 Xenophon's Anabasis ;  
 Herodotus.

### FIRST CLASS.

Latin and Greek Grammar and Com-  
 position ; Virgil finished ;  
 Herodotus ;  
 Homer's Iliad ;  
 Baird's Manual.

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### FRENCH CLASSES.

Otto's Grammar ;  
 Fables d'Æsop ;  
 Gengembre's Practical French  
 Reader ;  
 Vulliet's Histoire Universelle ;  
 Selections from the Classics, &c.

### SPANISH CLASSES.

Ahn's Grammar ;  
 Relations ;  
 Spanish Authors.

## GERMAN CLASSES.

Lehr-und-Lesebuch, von Albert Haesters; Stories by Zschokke and others;	Schiller's and Goethe's Dramas;   Deutsche Sprachlehre, von   Heinsius.
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☞ Classes in French are usually formed in February and September; in Spanish and German whenever four pupils desire to commence, or as many as will meet the expense of instruction.

## PREPARATORY DEPARTMENT.

Oral Lessons in French; Oral Lessons in Botany; Monroe's Third Reader; Analytical First Reader; Analytical Second Reader; Analytical Third Reader; Franklin First Reader; Franklin Second Reader;	Franklin Third Reader;   Swinton's Word Book;   Colburn's First Lessons;   Hagar's Primary Arithmetic;   Hagar's Elementary Arithmetic;   Mrs. Hall's Primary Geography;   Our World, No. 2;   Drawing.
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☞ ALL DEPARTMENTS ARE OPEN AT ANY TIME TO VISITORS, who will remain through at least one recitation; but persons who only wish to see the building are requested to call either at eleven or half past two o'clock.

# Roster of the Chauncy-Hall Battalion.

APRIL, 1875.

Major, A. S. LELAND.

Adjutant, C. F. CROSBY.

Co. A.	Co. B.	Co. C.	Co. D.
Capt. W. R. AUSTIN.	Capt. W. H. DAVIS. Lt. F. B. HALL.	Capt. CURTIS GUILD, JR.	Capt. G. F. WILLIAMS. Lt. F. BATCHELLER.
1 Ser. F. ESTABROOK. 2 Ser. E. A. VON ARNIM. 3 Ser. W. S. BOYCE. 4 Ser. E. W. BREWER.	Sergeant Major, HERBERT AUSTIN. 1 Ser. C. H. BELLOWS. 2 Ser. C. H. POOR. 3 Ser. F. F. EMERY, JR. 4 Ser. C. M. CUTLER.	1 Ser. E. P. MASON. 2 Ser. W. H. EMERSON. 3 Ser. W. P. HUNT, JR. 4 Ser. F. M. PATTEN.	1 Ser. FRANCIS DANA. 2 Ser. C. D. CUSHING. 3 Ser. S. L. EVANS. 4 Ser. C. H. W. FOSTER.



NAMES OF THE SCHOOL GRADUATES from the town of  
Dorchester, who presented the Flag to the Chauncy-  
Hall Battalion, at the Prize Drill, May 23, 1874.

Frank P. Appleton.  
Augustus B. Bradstreet.  
Willard K. Dyer.  
Walter Dyer.  
Samuel B. Groom.  
John Groom.  
Emor H. Harding.  
Frederick W. G. May.  
George P. May.  
William C. May.  
Benjamin W. Munroe.  
Samuel D. Phillips.  
Theodore Phipps, Sr.  
Theodore Phipps, Jr.  
George Vincent.

# Medals and other Prizes awarded January, 1875.

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## *First Gold Medals.*

WILLIAM R. AUSTIN, CHARLES F. CROSBY.

## *Second Gold Medals.*

EDWARD W. BREWER, JOHN CHANDLER, JR.  
FRANCIS DANA, W. T. INGLIS,  
EDWARD P. MASON.

## *Book.*

HERBERT AUSTIN.

## *Third Gold Medals.*

JOSEPH H. BEALE, JR., WILLIAM B. CROCKER.

## *First Silver Medals.*

ALFRED K. VON ARNIM, EDWIN T. DOUBLEDAY,  
LLEWELLYN S. EVANS, FREDERIC B. HALL.

## *Second Silver Medals.*

McLAURIN J. PICKERING.

## *Book.*

ISRAEL M. BARNES, JR.

## *Third Silver Medal.*

JOHN RICE BRADLEE.

## *Gold Medal of the Chauncy-Hall Association.*

WILLIAM R. AUSTIN.

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## COMPOSITION PRIZE.

### *Gold Medal of Thayer Association.*

NEWTON MACKINTOSH.

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## ELOCUTION PRIZE.

CURTIS GUILD, JR.

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### *Special Prize for General Excellence.*

TEIKICHI TANAKA.

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## Preparatory Department.

Founder's Medal, GEORGE S. BILLINGS.

## KINDERGARTEN.

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*Teacher,*

MISS D. AUGUSTA CURTIS.

### PUPILS.

Names.		Residences.
Helen C. Burnham	. .	Newbury St.
Agnes Byrnes	. . .	Chandler St.
Arthur W. Dexter,	. .	Newbury St.
Robert D. Ladd,	. . .	Columbus Avenue
Galloupe Morton,	. . .	Beacon St.
Hortense Porter,	. . .	Boylston St.
William Richardson,	. .	Tremont St.
Frank H. Sampson,	. .	Boylston St.
Sandford Tappan,	. .	Dartmouth St.
Grace I. Whiting,	. .	" "
Agnes Williston (of Galesburg, Ill.), SOUTH BOSTON.		



## PREPARATORY DEPARTMENT.

### TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS FANNY V. VIAUX,  
*French.*

MISS LUCY GARLIN,  
*Singing.*

There is also a special Teacher of Drawing.

### PUPILS.

Those marked with an asterisk (\*) have entered since January, 1874, but are not at present members of the School.

Names.		Residences.
Edward B. Bayley,	. .	Hereford St.
*John G. Bartleman,	. .	CHARLESTOWN.
George B. Billings,	. .	Hancock St.
John B. Blake,	. .	Harrison Avenue.
†Robert F. Blake,	. .	“ “
Arthur T. Bradlee,	. .	Beacon St.
Frederic J. Bradlee,	. .	Marlborough St.
John L. Bremer,	. .	Dartmouth St.
Perry Brigham,	. .	Chester Park.
Theodore P. Burgess,	. .	DEDHAM.
Charles W. Burrill,	. .	Columbus Avenue.
Edith Byrnes,	. .	Chandler St.
Ernest B. Chenoweth,	. .	Columbus Avenue.
Henry M. Clarke, Jr.,	. .	Berkeley St.

Harry C. Curry, . . .	BROOKLINE.
George L. Deblois, . . .	Otis Place.
Amy Elliott, . . .	Berkeley St.
Edward E. Elms, . . .	Marlborough St.
Frank M. Elms, . . .	“ “
Elisha Flagg, . . .	Boylston St.
Charlotte L. Gage, . . .	ARLINGTON.
Thomas E. Harris, . . .	Columbus Avenue.
Coburn Haskell, . . .	Marlborough St.
Elizabeth W. Harding, . . .	Dartmouth St.
*Henry C. Horton, . . .	Hancock St.
Nettie Hunt, . . .	Dartmouth St.
Marcus M. Kimball, . . .	Mt. Vernon St.
Daniel D. Lee, . . .	Commonwealth Ave.
Sarah B. Lovejoy, . . .	Marlborough St.
George M. R. Morse, . . .	Tremont St.
John B. Newcomb, . . .	Worcester St.
Maude Page, . . .	LONGWOOD.
Herman Parker, . . .	Worcester Square.
Horace B. Pearson, . . .	Commonwealth Ave.
Charles A. Porter, . . .	Boylston St.
George R. Plumer, . . .	Columbus Avenue.
George J. Putnam, . . .	Beacon St.
Arthur K. Richardson, . . .	Newbury St.
George P. Richardson, . . .	BROOKLINE.
James M. Randall, . . .	Beacon St.
William Sampson, . . .	Boylston St.
Mabel Schenck, . . .	Columbus Avenue.
Nellie E. Shewell, . . .	Warren Avenue.
Warren L. Stevens, . . .	St. James Avenue.
Eva M. Stevens, . . .	“ “
† Frank A. Taylor, . . .	SHARON.
Joseph F. White, . . .	Commonwealth Ave.
William D. Wooldredge, . . .	Beacon St.

## UPPER DEPARTMENT.

**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature, Composition, and Elocution.

HERBERT B. CUSHING,  
Latin, Greek, and Military Drill.

OLIVER F. BRYANT,  
Natural Philosophy, Geography, Grammar, History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, Spanish, and German.

MISS HARRIET L. LADD,  
English Literature, History, and Drawing.

BENJAMIN F. NUTTING,  
Drawing.

MISS LUCY M. NEWHALL,  
Composition, German, History, and Spelling.

LIEUT.-COL. HOBART MOORE,  
Military Drill.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

MISS SARAH R. SMITH,  
Mathematics and Natural History.

JAMES B. TAYLOR,  
Elocution and Latin.

ERNEST W. CUSHING,  
Chemistry.

MISS LUCY GARLIN,  
Vocal Music.

MISS ALICE E. HOLDEN,  
Mathematics and Definitions.

## PUPILS.

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Those marked with an asterisk (\*) have entered since January, 1874, but are not at present members of the school.

Names.	Residences.
Harry S. Abbot, . . .	Beacon St.
Adelbert H. Alden, . . .	} CAMBRIDGE.
George E. Alden, . . .	
Frank A. Ames, . . .	SOUTH CANTON.
Otto F. von Armin, . . .	} LONGWOOD.
Ernest A. von Arnim, . . .	
Alfred K. von Arnim, . . .	
William R. Austin, . . .	CHARLESTOWN.
Herbert Austin, . . .	} Arlington St.
Walter Austin, . . .	
Frank E. Bacon, Jr. . . .	Beacon St.
Charles B. Balch, . . .	} JAMAICA PLAIN.
Joseph Balch, . . .	
Israel M. Barnes, Jr. . . .	Leverett St.
Benjamin P. Barker, . . .	Pinckney St.
Willard D. Barrett, . . .	MALDEN.
Richard M. Bartleman, . . .	CHARLESTOWN.
Francis Batcheller, . . .	} Berkeley St.
Robert Batcheller, . . .	
Alfred Batcheller, . . .	
Eugene W. Beal, . . .	Dartmouth St.
Joseph H. Beale, Jr. . . .	DORCHESTER.
George H. Bean, . . .	Tremont St.
Charles H. Bellows, . . .	Tremont St.
Henry D. Bennett, . . .	BROOKLINE.
Alice S. Blackwell, . . .	DORCHESTER.
William S. Boyce, . . .	LYNN.
John R. Bradlee, . . .	Beacon St.
William Braman, . . .	Rutland St.
Edward W. Brewer, . . .	JAMAICA PLAIN.
William D. Brewer, Jr. . . .	Columbus Avenue.



Arthur F. Brigham, . . .	Beacon St.
Frank D. Brown, . . .	CHARLESTOWN.
Charles M. Bryant, . . .	BRIDGEWATER.
Edward F. Bryant, . . .	} WOBURN.
Oliver C. Bryant, . . .	
Walter N. Buffum, . . .	Hotel Pelham.
John G. Calrow, Jr. . . .	BOSTON HIGHL'DS.
John Chandler, Jr. . . .	Arlington St.
George F. Chapman, . . .	} CANTON.
James E. Chapman, . . .	
Stephen Chase, . . .	Beacon St.
Charles H. Churchill, . . .	WAVERLY.
George Kuhn Clarke, . . .	NEEDHAM.
John S. Clark, Jr. . . .	Pinckney St.
Pauline Cochrane, . . .	MALDEN.
Edward S. Cochrane, . . .	WESTBOROUGH.
John T. Coit, . . .	Columbus Avenue.
Walter E. Colman, . . .	ALLSTON.
Charles C. Coolidge, . . .	Boylston St.
Edwin B. Cox, . . .	Shawmut Avenue.
A. Rogers Crane, . . .	NEWTON HIGHL'DS.
William B. Crocker, . . .	Chester Park.
Charles F. Crosby, . . .	Commonw'lth Hotel.
Samuel Crowell (of Dennis, Ms.)	Derne St.
Edwin S. Cummings, . . .	CAMBRIDGEPORT.
William F. Cunningham, . . .	CHARLESTOWN.
Chauncy D. Cushing (of St.	} Burroughs Place.
John, N. B.), . . .	
Robert N. Cutler, . . .	Marlborough St.
Francis Dana, . . .	CHARLESTOWN.
Harrie L. Davenport, . . .	MILTON.
Wilbur H. Davis, . . .	LYNN.
Horatio N. Davis, . . .	BOSTON HIGHL'DS.
Stanton Day, . . .	Hanson St.
Duncan D. Dexter, . . .	Tremont St.
Charles C. Doe, . . .	Columbus Avenue.
Edwin T. Doubleday, . . .	CHARLESTOWN.

Sumner Dresser, . . .	N. CAMBRIDGE.
Henry D. Emerson, . . .	} Chambers St.
Charles M. Emerson, . . .	
Ellen M. Emerson, . . .	
William H. Emerson, . . .	
Francis F. Emery, Jr. . . .	Union Park.
Samuel Emmes, Jr. . . .	Columbus Avenue.
Frederic Estabrook, . . .	Rutland Square.
S. L. Evans, . . .	} HYDE PARK.
Charles M. Evans, . . .	
Herbert Everett, . . .	NORWOOD.
Frank Fales, . . .	S. FRAMINGHAM.
Alice H. Fay, . . .	BROOKLINE.
Henry S. Fessenden, . . .	Marlborough St.
Parker B. Field, . . .	DORCHESTER.
William Fischer, . . .	N. CAMBRIDGE.
William B. Fiske, . . .	CAMBRIDGEPORT.
Charles H. W. Foster, . . .	BROOKLINE.
Abbott M. Frazar, . . .	WATERTOWN.
George B. Freeland, . . .	Marlborough St.
Robert Gage, . . .	ARLINGTON.
Charles Gay (of Sandwich Isls.)	Pemberton Square.
William Gilmore, . . .	N. EASTON.
Charles E. Goodnough, . . .	Warren St.
James Gorman, . . .	Worcester Square.
William L. Green, . . .	LONGWOOD.
Walter C. Grover, . . .	CAMBRIDGEPORT.
Curtis Guild, Jr. . . .	} Mt Vernon St.
Courtenay Guild, . . .	
Silas A. Gurney, . . .	Revere House.
Harry J. Haldeman, . . .	Commonw'lth Hotel.
Frederic B. Hall, . . .	CHARLESTOWN.
Flora M. Harding, . . .	DORCHESTER.
Benjamin W. Hatch, . . .	SAVIN HILL.
Joseph C. Hathaway, . . .	Warren Avenue.
Charles Heath, . . .	CAMBRIDGE.
Edwin H. S. Hill, . . .	Lovering Place.

Charles L. Hill, . . .	JAMAICA PLAIN.
Warren M. Hill, . . .	BROOKLINE.
Frank H. Hilton, . . .	S. BOSTON.
Ellis Hollingsworth, . . .	S. BRAINTREE.
Walter H. Holmes, . . .	NEWTON CENTRE.
David K. Horton, . . .	Hancock St.
Frank M. Howe, . . .	S. BOSTON.
Percival S. Howe, . . .	BROOKLINE.
John A. Hunneman, . . .	BOSTON HIGHL'DS.
Susie E. Hunt, . . .	Dartmouth St.
Mary A. Hunting, . . .	Chandler St.
William P. Hunt, Jr. . . .	} SAVIN HILL.
Henry M. Hunt, . . .	
Alfred S. Ingalls, . . .	LYNN.
W. T. Inglis, . . .	Derne St.
Carrie E. Ivers, . . .	} N. CAMBRIDGE.
Frank H. Ivers, . . .	
James W. Johnson, . . .	Tremont St.
Embert L. Jones, . . .	ASHLAND.
Moses Jones, Jr. . . .	BROOKLINE.
Henry F. Jordan, . . .	Columbus Avenue.
Arthur E. Kilham, . . .	ROXBURY.
George N. S. Kimball, . . .	W. Springfield St.
David M. Kinmonth, . . .	Columbus Avenue.
Frederic L. T. Kinsman, . . .	Holyoke St.
David Knox, . . .	CAMBRIDGEPORT.
Emily J. Ladd, . . .	LYNN.
Arthur S. Leland, . . .	Tremont St.
Frank Lenzi, . . .	JAMAICA PLAIN.
Lizzie E. Little, . . .	Davis St.
Wm. A. Lombard (of Gales- burg, Ill.), . . .	} Bowdoin St.
Grace Lovejoy, . . .	
A. De Witt Lyon, . . .	Marlborough St.
William B. Mack, . . .	W. Chester Park.
William B. Mack, . . .	E. Springfield St.
Newton Mackintosh, . . .	} BOSTON HIGHL'DS.
Frederick Mackintosh, . . .	

Fred. N. March, . . .	WATERTOWN.
M. Sylvester Marshall, . . .	Poplar St.
Edward P. Mason, . . .	} BROOKLINE.
Alan G. Mason, . . .	
Frederick G. May, . . .	
John E. Maynard, . . .	DORCHESTER.
Charles McCotter, . . .	LYNN.
George B. McLellan, . . .	} SAUGUS CENTRE.
Charles M. S. McLellan, . . .	
James Means, . . .	Hancock St.
Wallace D. Merrow, . . .	Coolidge House.
Ezra P. Mills, . . .	Hancock St.
William H. Mills, . . .	Beacon St.
Harrison Montgomery, . . .	Winthrop Place.
Ovid W. Mooney, . . .	CHARLESTOWN.
Edwin I. Morrison, . . .	Allen St.
Edward R. Morse, . . .	Newbury St.
Edward Muller, . . .	N. CAMBRIDGE.
Walter A. Murdock, . . .	JAMAICA PLAIN.
Melvena F. Nickerson (of Pitts- field, Mass.), . . .	} S. BOSTON.
Edward G. Niles, . . .	
Edward A. Page, . . .	Pinckney St.
Walter A. Park, . . .	Commonwealth Av.
Charles S. Parker, . . .	S. BOSTON.
L. Herbert Parker, . . .	Worcester Square.
Frederick M. Patten, . . .	Chestnut St.
Isidore Pelfren, . . .	Pinckney St.
Francis J. Phelps (of Andover, Mass.), . . .	Derne St.
McLaurin J. Pickering, . . .	} Marlborough St.
Francis A. Pierce, . . .	
Clarence H. Poor, . . .	CAMBRIDGEPORT.
Robert C. Poor, . . .	Rutland St.
Louis M. Pratt . . .	} Tremont St.
William L. Puffer, . . .	
Mary P. Puffer, . . .	} JAMAICA PLAIN.
Frederic E. Puffer, . . .	
	} BOSTON HIGHL'DS.



D. Webster Rice,	. . .	N. CAMBRIDGE.
Virgil M. Richards,	. . .	S. CANTON.
N. Fred. Robinson,	. . .	LYNN.
Charles H. Rollins,	. . .	Washington St.
Frederick G. Ross,	. . .	IPSWICH.
Abbott L. Rotch,	. . .	Commonwealth Av.
Walter L. Sawyer,	. . .	Commonwealth Av.
Charles R. Scarborough (of Cin-	} BOSTON HIGHL'DS.	
cinnati, O.),		
Otis M. Shaw,	. . .	Tremont St.
*Louis Schwörer,	. . .	W. ROXBURY.
Willis S. Shepard,	. . .	CANTON.
John H. Shewell,	. . .	Warren Avenue.
Edwin B. Silliman,	. . .	MALDEN.
Charles H. Small,	. . .	CHELSEA.
Alfred E. Smith,	. . .	Shawmut Avenue.
Frederic W. Stanton,	. . .	Hotel Berkeley.
Willie E. Stackpole,	. . .	S. BOSTON.
Harris B. Stearns,	. . .	CHARLESTOWN.
Edward E. Stevenson,	. . .	Rutland Square.
Henry H. Stewart,	. . .	CHARLESTOWN.
Tracy Sturgis (of Mansfield, O.)		ARLINGTON.
Roscoe Swan,	. . .	FRAMINGHAM.
Marion Talbot,	. . .	} Mt. Vernon St.
Edith Talbot,	. . .	
Winthrop T. Talbot,	. . .	
Teikichi Tanaka (of Japan)		Columbus Avenue.
John H. Tappan,	. . .	W. Newton St.
Henry W. L. Thacher,	. . .	W. NEWTON.
Edward K. Thayer,	. . .	Rutland Square.
George P. Thresher,	. . .	CAMBRIDGEPORT.
George D. W. Thorndike,	. . .	BEVERLY.
Henry C. Todd,	. . .	CHARLESTOWN.
Emerson W. Torrey,	. . .	N. WEYMOUTH.
Georgie H. Townsend,	. . .	Pinckney St.
Charles T. Trask,	. . .	IPSWICH.
Hattie E. Turner,	. . .	CHARLESTOWN.

Carrie S. Vickery, . . .	}	W. Canton St.
George J. Vickery, . . .		
William A. Wadsworth, . . .		MALDEN.
*Lionel C. Walden, . . .		LONGWOOD.
Joseph H. Walker, . . .		CAMBRIDGE.
Frank D. Warren (of N. Andover, Mass.) . . .	}	Boylston St.
Joseph W. Wattles, Jr. . . .		
A. G. Weeks, Jr. . . .		Newbury St.
Charles B. Wellington, . . .		CAMBRIDGEPORT.
Benjamin W. Wells, . . .		Newbury St.
Everett Wescott, . . .		W. ROXBURY.
Winthrop Wetherbee, . . .		Temple St.
*Frank A. Wheeler, . . .		DORCHESTER.
Charles W. White, Jr. . . .		BOSTON HIGHL'DS.
Harry K. White, . . .		Columbus Avenue.
Frederick A. Whitney, . . .		WATERTOWN.
G. F. Williams, . . .		FOXBOROUGH.
Charles H. Wilson, . . .		CHARLESTOWN.
George H. Winslow, . . .	}	JAMAICA PLAIN.
Roland F. Winslow, . . .		
Albert Willcomb, . . .		CHELSEA.
Frederic M. Wood, . . .		Rutland Square.
Lewis A. Wood, . . .		ROXBURY.
Harry E. Woods, . . .	}	Union Park.
Herbert Woods, . . .		
Henry S. Woodhull, . . .		CHARLESTOWN.
Charles E. Wyman, . . .	}	DORCHESTER.
Walter E. Wyman, . . .		

## SPECIAL STUDENTS.

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- BENJAMIN W. BAKER, Boston,  
*Latin and Arithmetic.*
- ARTHUR PERCY CUSHING, Boston,  
*Greek, Mathematics, Shakespeare.*
- KATE ELLIS, Framingham,  
*Drawing.*
- GEORGE FERGUSON, Bridgewater,  
*Book-Keeping, Writing, Arithmetic.*
- S. B. IVES, Springfield, Ill.,  
*Mathematics, Chemistry, and Shakespeare.*
- ELLA J. JOHNSON, Boston,  
*French and Natural Philosophy.*
- RICHARD W. LODGE, Boston,  
*Mathematics.*
- GONZALO MOREJON, Cuba,  
*Mathematics.*
- CHARLES H. ONTHANK, Westborough,  
*Chemistry.*
- ANNIE L. MCPHAIL, Boston,  
*Italian.*
- FLORENCE A. SCHENCK, Boston,  
*French and English Literature.*
- ARTHUR R. WILMARTH, Jamaica Plain,  
*German.*

FORTY-SEVENTH  
**Annual Report...Chauncy-Hall School.**  
FEBRUARY, 1875.

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OUR last Annual Report was written in a spirit of thankfulness and hope. We were then enduring various inconveniences in our temporary quarters at John A. Andrew Hall; but we had the sympathy of our pupils and school friends, our ranks remained unbroken, and we were looking forward to better things. The new school building had been begun, and we were hoping for its completion in season for the September opening. We were often told that such a building as had been planned could never be built for the amount of the stock subscription, nor within the allotted time; but the building *was* finished in the most thorough manner, without exceeding the calculations of the architect, and in spite of a very backward spring was ready for occupancy on the second Monday in September, the regular day for opening school.

But we had still *to prove* our new establishment. However well-contrived and apparently adapted for its purpose, however ingenious and thorough its arrangements for heating and ventilation, the important question would sometimes arise in our minds, *Will it work?* Shall we be able to do all that ought to be done, all that we have virtually promised for the in-



struction, comfort, health, and general well-being of nearly three hundred pupils?

#### VENTILATION AND WARMTH.

Having now spent the larger part of a school year, including a very severe winter, in our new premises, we are happy to be able to state that they have been found perfectly comfortable and satisfactory in every respect. While so many schools have been dismissed on account of cold several times during the past winter, and many others have not been warm before the middle of the session, we have not failed to have the building thoroughly warm before the opening hour, and have always been able to maintain an even temperature through the day; although the air is constantly passing off through the seven great ventilating shafts at a velocity of from seven to ten feet per second. These shafts are kept heated in summer as well as in winter, and operate like a chimney with an open fire-place, but with more power. Open fires are also kept in several rooms. The registers through which pure air enters each room are never closed, but are constantly admitting large quantities of air, hot, warm, or cold, as may be needed, but always fresh. By these means the air in all the rooms is kept pure and wholesome, and is not perceptibly different at the close of the day from the beginning, *without opening windows*. We take this opportunity to offer our grateful acknowledgements to those who enabled us to have a school-house, so excellent and so far superior in its sanitary arrangements to anything ever before attempted in the country. We must also express our appreciation of the science and skill of the architect, who so perseveringly carried out all our plans and wishes.

## ADVANTAGES OF LOCATION.

The neighborhood of the school-house has afforded some advantages that we never enjoyed before and hardly anticipated when we decided to move into this quarter. Among these we mention particularly the opportunity afforded us to occupy as tenants, during the hours most convenient, the new and spacious drill-hall and gymnasium erected by the Institute of Technology on their grounds, and less than one block distant from the school. With the Hall we have also the use of the very superior West-Point rifles, much better adapted to the majority of our Battalion than any old service rifles, however cut down and altered—an advantage which the boys duly appreciate. A large number also enjoy and profit by the gratuitous use of a roomy and well-equipped Gymnasium. The advantage to the scholars in these two respects is almost the same as if it were under our own roof or attached to our building, while we are entirely free from the noise that is a necessary accompaniment of a drill-hall and gymnasium.

A restaurant has also been established within the building, where a comfortable lunch or dinner may be obtained on reasonable terms.

Some of the classes have received much pleasure and profit from the Natural History Rooms, which are so near that a class can be sent there under its teacher, and have a most valuable lesson, with little loss of time in going.

Another advantage of the neighborhood much enjoyed by the boys during the long and pleasant autumn, was the use of the unoccupied land behind and before the school, for foot-ball and other games. As these

open spaces are sheltered from the winds and are quite roomy, they make admirable play-grounds, of which we have had the almost exclusive use; and it will probably be a long time before all the open land, sufficiently near for the purpose, will be occupied. It is needless to enlarge upon the advantages of safe, open-air play-grounds for a school in town. We have good reason to hope that the large, triangular lot directly in front of the school will be permanently kept open and converted into a small park, one of those breathing places in the midst of a city which add so much to its health and beauty. With the finishing of the Second Church and Chapel adjoining Chauncy Hall, and the approaching completion of Trinity Church, the Old South, and the Art Museum, the neighborhood is making rapid strides towards the finish and elegance which, it is universally agreed, will make it the finest part of the city. We cannot sufficiently congratulate ourselves that we have secured a permanent position there.

#### KINDERGARTEN.

The projected Kindergarten was commenced as advertised, and a happier group of incipient scholars it would be hard to find. This department has many visitors to watch its interesting operations. We cordially invite all persons interested in education, who have not yet investigated the Kindergarten system, to make several visits at different hours. We think they will be convinced of the reality of the advantages claimed for this preparation for school life as set forth in the last Annual Report, and which are printed on page 47.



## PREPARATORY DEPARTMENT.

The Preparatory School has increased largely in consequence of the change of location, all the new streets of the neighborhood being represented in it. As usual, it sent a satisfactory class to the Upper Department last September, and it has a large one in preparation for this year. The intimate relations between the two schools make a sufficiently even development possible, and prevent that loss of time which often occurs to those coming from other sources, where some branches are neglected to give prominence to others. Drawing has been introduced as a regular and systematic exercise, and an experienced teacher has been employed to assist Miss Nickerson in teaching it, the number of pupils being too great and their ages too diverse to be taught as one class. They here learn the rudiments of the system which they are afterwards to pursue if they enter the Upper Department, and can consequently go on more rapidly and understandingly. Neither pains nor expense will be spared to make the Preparatory Department all that it can be in developing mind and heart, and in watchful care of the health of the young children who compose it. According to the announcement last year, a short, oral lesson in French has been given to the school daily by an accomplished teacher with very satisfactory results. The stock of words and idioms of the language which can be gained in in this way would hardly be believed by one who had not witnessed this interesting mode of instruction. In teaching the proper pronunciation it has especial advantages. With flexible organs and mind unbiassed by the appearance of the words as printed, these young



children catch, at the first effort, sounds which present almost insuperable difficulties to older students who commence with books and with decided ideas as to the force of certain combinations of letters. Half of the battle of learning French is thus fought, and an excellent foundation is laid for subsequent instruction from books.

#### MODERN LANGUAGES.

As some knowledge of French or German is now demanded for admittance to many of the higher institutions, and is almost necessary for the man of business, the traveller, and the educated man, it is desirable to make these languages, as nearly as possible, general studies of the school. The French teacher in the Upper School now spends every day here, and the classes have much more instruction than formerly, most of them reciting daily. The study of German has also increased very much, and a successful experiment has been made of introducing it in the lowest class.

#### YOUNG LADIES.

The last two reports have mentioned the high standing of the young lady pupils, and their subsequent success as students in different Universities, and as teachers. During the past year another has entered Boston University, and another is now teaching in a neighboring High School. Girls are now in every class from the Kindergarten to the highest class of the Upper Department, and are also among the Special Students. Several parents, whose daughters entered here last September, tell us that their girls never before enjoyed such health—a fact probably owing to the bright, sunny room where they study, and to the constant purity of the air.

The small front door on Boylston Street is reserved for them and the members of the Kindergarten; and they have their own staircases and a large sunny play-room.

#### SPECIAL STUDENTS.

In the Catalogue for 1874, provision was made for the admission of Special Students in one or more branches, and the names of twelve will be found in this Catalogue, with the branches pursued. The proper candidates for the position of Special Students are of two kinds. First, those who by maturity of mind and years no longer need a general school course, but who wish to improve themselves in one or more branches, as mathematics, languages, composition, English literature, &c., and who are allowed to join such classes as they are able. All of these new students have done well in the various branches they have taken; but of one who has finished his course and returned home, we take the liberty of making special mention. He is a young man from Illinois, who had been a railroad engineer, and who devoted half a year to Mathematics, Drawing, English Composition, and Literature, to enable himself to take a higher stand in his profession. There could not have been a more satisfactory scholar, as he was equally ambitious and manly.

The other kind of Special Students consists of younger persons, who from feebleness, weak eyes, or similar reasons, cannot do the full work of any school or class, or who are supposed by their physicians not to be able to bear what is called the confinement of school. Such children can be admitted

to any classes which they are able to enter on the conditions of punctual and regular attendance at the class hours, and strict observance of the rules of propriety and the laws of the school. As from the nature of the case they are not subjected to the discipline of the school and its penalties for bad lessons or misconduct, they must be a law to themselves in regard to fidelity and propriety. If they have not sufficient maturity and self control to do this, they are not fit for the position of Special Students, and would only be wasting their time and falling into bad habits by retaining it. After one warning, therefore, any such unsatisfactory students must close their connection with the school.

COMPOSITIONS, ABSTRACTS OF AUTHORS, AND  
DECLAMATIONS.

Parents who wish their children to derive full benefit from these exercises, are earnestly requested to see that preparation is begun at least sixteen days before the lessons become due.

PUBLIC LIBRARY.

By special vote of the Trustees of the Boston Public Library, non-resident members of the First Class of Chauncy-Hall School are allowed, under certain restrictions, to take from the library such books as are in the line of their school work. This privilege will be of great advantage to students of literary or scientific tastes.

CUSHINGS & LADD.



# GENERAL PRINCIPLES

OF THE MANAGEMENT OF THE SCHOOL, AS SHOWN IN FORMER  
REPORTS.

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*From Report for 1864.*—The school receives children at the very commencement of their education and in a course of ten or twelve years gives them a thorough English education as a foundation, adding such accomplishments and additional studies as the particular line of life selected for the individual may render desirable or necessary. Many pupils thus receive their entire education at the school, commencing their alphabet in the Preparatory Department, and being transferred in due time to the Upper Department where they remain till they enter college or the counting-room.\* Others are received at various stages of their progress, joining such classes as their acquisitions will allow.

## THOROUGH WORK FROM HEALTHY CHILDREN.

All the appliances and means of imparting a thorough education are brought to bear upon the pupils, and their acquisitions will be in proportion to their *abilities, exertions, health, regularity of attendance*, and the *interest and coöperation* of their parents. *All* these elements are necessary to produce *superior scholarship*,

\* 1875. The Kindergarten now admits pupils between three and a half and seven years of age, and lays an admirable foundation for the Preparatory Department.



which, as they are not very frequently combined in one person, must be comparatively rare ; while respectable attainments, with excellence in one or more studies, are within the reach of the majority. To promise more than this as the result of any system, arises either from inexperience or dishonesty. The school has discovered no royal road to learning. Though a private institution, it does not dispense with the labor, order, and discipline that are found necessary in public ones. It is not intended as a refuge for laziness and imbecility, and desires no scholars who are not expected to comply with its requisitions and obey its laws. It looks for no improvement that is to come to the student in some mysterious way, merely by having his name on its lists and occupying seats at its recitations. It does not expect that pupils who are irregular in attendance, from whatever cause, can make the same progress as those who are always present ; nor does it look upon a note of excuse as equivalent to a well prepared lesson. It is, emphatically, a *working* school, and no progress is promised to those who do not *work*. With these views, lessons are set daily of such length and difficulty as experience has shown can be mastered in a reasonable time by the average intellect.

#### HABITS AND MANNERS.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils—most important parts of education. Moral instruction is not imparted by set lessons or lengthy lectures ; but by appropriate comments on passing events, whether of school or of other conditions of life, by the private hint

to arrest the first steps in wrong doing, by forming and maintaining a healthy public opinion that shall frown down meanness, vulgarity, and dishonesty; and finally, by making a broad distinction between those worthy of trust and confidence, and those who are not. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy. When these principles cannot be depended on, a strict surveillance is exercised, and the avenues and openings to temptation are, as far as possible, closed, while a prompt and sure reckoning awaits the transgressor.

Gentlemanly manners are required in all school intercourse. The forms and observances of respect shown from the young to their elders in the days of our fathers, though unwisely relaxed in some families and schools, will always be maintained at Chauncy Hall. Manners are one of the safeguards of society, and, next to principles, must be insisted upon by all who have its interest at heart.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and requisitions of the school. Every day has its fixed and certain exercises, which come around with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps

to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are required to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.

#### DISCIPLINE.

*From Report for 1867.*—The discipline of a large school is necessarily strict, if it is to deserve the name of a school; but it may be strict without being harsh, and requires nothing from any pupil that an enlightened regard *for his own interest* as well as for the welfare of others, does not prescribe. Good conduct in school is nothing but what good morals and good manners require, and we wish no pupils to enter Chauncy Hall who desire to lay these aside, or who are unwilling to receive our idea of them, if they are ignorant themselves, and to abide by our judgment while under our charge.



## WRITTEN EXAMINATIONS.

*From Report for 1872.*—As a means of ascertaining a pupil's real knowledge and standing in the mathematical department, very frequent written examinations are held, involving great labor to the teacher. These are necessary to prevent that living on borrowed capital or by underhand measures, to which there is so much temptation. It is of little use for a boy to get his problems done by a kind but injudicious sister, or to borrow them from a classmate, if a written examination is going to expose his real mental condition and go far toward deciding his standing. Similar examinations are also held in the other departments as often as is thought necessary; the result in all cases is indicated by a mark in *red ink*, 100 being the maximum.

The attention of parents is particularly asked to these examination marks, as by them, even more than by the *daily* marks, a pupil's real and available knowledge of a subject is indicated. We often call attention to them when particularly low; but whether we do or not, they should receive constant and particular notice. By them, better than by asking or writing, parents may judge if their son is doing as well as health will allow, and can see the likelihood of his maintaining his place in his class at the end of each half year.

We consider that this system of examinations is likely to increase the working power and efficiency of the school in a great degree. It dispels the illusions of those who fondly but falsely flatter themselves that they are well informed upon a subject, when in reality they are not; it opens the eyes of the parents of youthful prodigies who have tried to persuade the home department that they can get along with little or no study; it shows the effects of absence, whether proceeding from necessary causes or not; finally, it some-



times shows in a quiet but conclusive way, that some scholars have not abilities equal to their position, and convinces them and their friends of the necessity of a change. From whichever of these reasons a change of class becomes necessary, the real good of the pupil is what is sought in making it; and it is only when caused by negligence, that it need be taken to heart. After a scholar has ceased really to go on understandingly with his class, to touch bottom as it were, but is merely dragged on by it, he is not getting any good himself, and is so much dead weight upon the progress of others. He is simply wasting money, losing time, and learning a lesson in deception. Presently some trial of his knowledge arrives; an examination for some position in business, or for some institution of learning. His nominal position seems to warrant his trying to pass it, and his inability to do so mortifies himself and friends, and reflects discredit on his school and teachers. It is altogether a mistaken kindness that tries to spare the feelings of those who are inadequate to their position, by allowing them to remain in it. It is like putting a half-grown, undeveloped boy to do the work of a man, and expecting him to keep up with those in the full growth and muscle of manhood.

To give any one the proper position to work in is a matter of necessity if the work is to be done; true kindness is to find this place for him, not to flatter him by keeping him in a position too difficult for his powers. Such changes, therefore, should be looked upon as growing out of the necessities of the case, and should be acquiesced in accordingly. We are happy to state that this has generally been the case, and that in many cases the system has been appreciated by the pupils themselves, who are working with new heart in their

present classes. Nothing will tend more to keep a school up to a high standard, than the certainty that no one be allowed to remain in a place to which he is not equal, or whose duties he will not fulfil. It is our determination to apply this principle in our management and classification, and we shall consider it equally kind and proper to redetermine the standing of the scholars by examinations at proper intervals, as to determine it in that manner at their entrance. We shall take care that it is not done abruptly or without sufficient warning. The examination marks in red ink will be a general indication of a pupil's standing, and a frequent low percentage will be a warning of the necessity of improvement in lessons or change of position.

#### EXTRA CHARGE FOR ABSENCE.

*From Report for 1873.*—Besides the minor examinations, a thorough one is held at the close of each half year to determine to what class each member of the school shall be assigned. Notices of these examinations are given one week in advance, and no excuse but illness will be accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such extra work should receive.

Of course this does not apply to those scholars mentioned on page 10, who are doing only partial work, and who are understood to be members of the class for two years.

*From Report of 1872.*

THE WEEKLY REPORTS

Are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication. In them may be generally seen the results of study or negligence, and also of ability or the want of it in the different departments. They tell the truth silently but exactly; they cannot soften or exaggerate; they cannot withhold anything for fear of giving pain; nor forget to state what should be known. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in de-



portment shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to do. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

As this report will probably be read by some persons not acquainted with this institution, we would call their attention to two important particulars in which Chauncy Hall differs from the public schools.

1. A pupil does not pass, every six or twelve months, to the charge of a new teacher who instructs him in all the studies of that term; but he is here at once placed under the care of several teachers, from each of whom he receives instruction for several years in some particular department. This prevents the loss of time occasioned by the efforts of a new teacher every six months to ascertain the peculiarities of a class. Take Mathematics for example. A boy will be much more likely to be thoroughly prepared for the University or the Institute of Technology, who has been taught by one accomplished teacher from the beginning, than if he has been under the charge of eight or ten different instructors, no matter how able they may be.

2. This is the only school in Boston which admits pupils of all ages, and thus enables young boys and girls to receive the protection of their older brothers to and from school. That this circumstance is considered a great advantage, is shown by the fact that over twenty families have availed themselves of it during the past year.



*From Report of 1873.*

## INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the extra class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematical studies are required for entrance there, and that all other things may be laid aside in the preparation.

## NATURAL HISTORY AND BOTANY.

The studies of Natural History and Botany which the lamented Agassiz did so much to popularize and introduce into our schools, are now pursued in a regular and systematic manner at Chauncy Hall. The Fifth and Sixth Classes have a weekly lecture\* on Natural History, to which they are encouraged to bring specimens illustrative of the subject. Many of the boys show much interest and zeal in this subject and attend at extra hours to make dissections and preparations under the eye of the teacher. In Botany, too, many rare and curious plants are brought in, and at the proper seasons there is much emulation in bringing the leaves and blossoms of different kinds of plants and trees. The teacher who conducts this Department had the good fortune to attend the School of Natural History at Penikese, under Professor Agassiz.

## CHEMICAL DEPARTMENT.

On the lower floor of the new building a room is devoted to the purposes of a Laboratory in aid of the

\* 1875. Frequently given now at the Natural History Rooms on Berkeley street.

study of chemistry. This is an advantage that we have always needed and without which that important study can be but imperfectly pursued. This Laboratory is arranged and fitted up in the most approved manner, and offers to students the advantages possessed by the most advanced institutions.

#### KINDERGARTEN.

We have always received little children in the Preparatory Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes we opened a Kindergarten, from which in due course the pupils will be promoted to the Preparatory School. This new Department will commence that harmonious development of opening mind on which so much of the success of subsequent education depends. Some of the ablest educational authorities of Europe have formed what is commonly called the Kindergarten system of instruction, which takes the child when three or four years old and cultivates its faculties in the order of nature; first by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are usually learned in the nursery. The amount that may be learned in this way from a proper teacher, before the

child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they commence the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

Only fourteen are admitted.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.



But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. If these pupils really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the unusual opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition, the young boy who "can't start" is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of our pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it; and we have been told repeatedly, by parents who had sent

children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

We here reiterate what we have said so many times in former reports, that we prefer to have

#### NO HELP ON MATHEMATICS GIVEN AT HOME.

It is very wearisome for parents to spend evening after evening in giving assistance on branches which can be more expeditiously taught here by an experienced teacher; but the child pleads,—“I shall be deficient to-morrow if you don't help me;” or “the teacher was too busy to show me;” or “I had no time to ask,” and the parent, after hearing these statements repeated a few times, thinks there must be some truth in them, and yields to an entreaty which should have been firmly resisted.

The arrangement mentioned on page 7, of going home early to dinner and then returning, will be convenient in many cases; but where play time in the afternoon is more valued than exercise at noon, no harm will ensue to any boy in good health by bringing his dinner to school once or twice a week, and remaining for explanation until three o'clock. He can always obtain permission to go out at noon for exercise, and his work is done at an earlier hour than if he goes home to dinner.

Besides these arrangements for afternoon help, some teacher is at leisure during more than half of the regular school hours on purpose to afford similar assistance; but the afternoon is the best time.

An incident which has occurred on the day when this paragraph is written illustrates the constant inattention to the advantages we have mentioned. Into a

room where the members of one of the lower classes were preparing their arithmetic lesson, a teacher came and inquired if any one needed assistance. Several boys came to the front and obtained what they needed, and the teacher departed to other duties. Half an hour afterwards a boy, who had remained in his seat, requested one of the Principals to let another boy show him about a problem. When asked why he had not availed himself of the teacher's offer, he replied that at the time he was learning a Geography lesson. Of course his application was refused. Had he learned his Geography at home according to direction, there would have been no trouble. This evening he will probably tell his parents that he had a bad lesson in Arithmetic "to-day because he "couldn't get any explanation;" and to-morrow a note will come from his parents, "We were obliged to spend the most of last evening in showing our son about his Arithmetic. We shall consider it a great favor if you will devise some way by which he can have these things explained at school."

#### RECITERS AND THINKERS.

Pupils are sometimes removed because they are obliged to learn so few rules and are required to make their own deductions from the truths brought to their notice.

In such cases we can only say that it is very easy to show a child a rule and tell him to work so many examples under it; but such a proceeding is not *teaching* in the proper sense of the word.

Chauncy Hall does not aim to produce mere reciters in a school room, but it does make every endeavor to send out into life observant and thoughtful men and



women, with a desire for culture, and a power of investigating for themselves instead of relying on a few text books.

#### COURSE OF READING.

Former reports have spoken of the careful study of some of the best English authors, extending through several years, which is one of the marked features of Chauncy Hall; but an auxiliary to this has been introduced to which only slight reference has been made, as we wished to give it full trial. It is the assignment of a limited course of out-of-school reading, of which oral or written abstracts are given in school every three weeks. Its influence has proved so salutary that no other innovation in the upper classes during the last five years has called out so many expressions of gratitude from the parents, or has elicited so many letters of inquiry from educators in different parts of the country.

Many a boy, whose intellect was so weakened by the rubbish which fills most of what are called "children's books" that he could not at first enjoy even the Iliad, has become in a short time so interested that he would give three times the required study, until what was begun as a disagreeable task has become literally

"The tale of Troy divine."

Great thoroughness is demanded on the regular semi-weekly lessons in English literature (five a week in the extra class); and as many of the pupils are studying two languages, care is taken not to assign too much for this extra reading; but it is found that there is no trouble during the last four years if only

a very short time is spent each day in taking up the following works, varying the order according to the average taste and culture of the class : Lives of Washington, Franklin, and some one other distinguished person ; two novels each of Scott and Dickens ; the Iliad ; the Æneid ; two volumes of travels ; Pilgrim's Progress ; the Roger de Coverly papers from the Spectator ; two volumes of Prescott's Histories ; Hiawatha ; Goldsmith's Deserted Village, Traveller, and the Vicar of Wakefield ; one of Cooper's novels ; two of Macaulay's Essays and the first volume of his History of England ; one epistle each of Pope's Essay and Cowper's Task ; two volumes of Irving ; selections from Bryant and Whittier ; one canto of Childe Harold ; three of Chaucer's Canterbury Tales ; two cantos of the Faery Queen ; one of Thompson's Seasons.

Where one volume of a work is given, or only part of one, it is in the hope that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

#### TEACHERS OF BOTH SEXES.

Attention is called to the important fact that, above the Preparatory Department, every class recites to teachers of both sexes, and is also under their care out of recitation hours.

A boy needs daily advice and guidance from those of his own sex, while, on the other hand, whether his natural tastes are refined or coarse, he will inevitably be a better man for being, through the formative years of his life, partially under the influence of conscientious, cultivated women ; and it is equally

important for a girl to grow up under teachers of both sexes.

#### LARGE SCHOOLS.

*Extract from circular of Nov., 1873.* In this connection we must notice the objection sometimes made to large schools. Occasionally a boy is withdrawn to have the advantage of "greater attention in a smaller school." Parents who do this are not aware that the great number of teachers in a thoroughly graded and carefully supervised school gives each pupil more hours of direct teaching and more time for extra explanation than can possibly be afforded by the arrangements of a small school with the ordinary diversity of classes. With every increase of our pupils there has been a still greater increase in the ratio of teachers to pupils. In the past fifteen years the increase of pupils has been forty-five per cent., while the increase of permanent teachers has been one hundred per cent. The assistants are all teachers of ability and experience, and parents are invited to visit the school often to see the kind of instruction which is given to their children.

#### ORDER OF EXERCISES.

Soon after the opening of the school year each pupil is supplied with a printed Order of Exercises, telling him to a minute, the times for recitation, recesses, &c. A copy is also sent to each family for the use of the parents, not only that they may know what lessons should be studied on each evening, but also that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours.



## CLASS RANK.

Under the regulations about medals on the 8th page, it will be seen that care is taken not to excite improper emulation. For the same reason no use is made of class rank. There is no need of placing daily before the backward members of a class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar; nor is it for the physical or mental health of the half dozen brightest boys for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into "worry," and in course of time furnishes those sad examples where "knowledge comes but wisdom lingers." The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

## EXHIBITIONS AND PRIZES.

Great care is taken that the parents and friends of the pupils shall not feel the annoyances so often witnessed at concerts, lectures, exhibitions and other public gatherings. All admissions are on the condition that after the commencement of the exercises, there shall be, except during music, no entering or leaving the hall, no conversation, and no standing. Of course some parents cannot remain the whole time, but as each is supplied with a reserved seat, and as he knows, the night previous, in which part of the afternoon his child's part will come, he can generally manage, by being careful about the times for the music, to be present for the half hour in which he is most particularly

interested. But to us one of the very pleasantest features of the Exhibition is the very large number of active business men who come early and remain through the whole exhibition.

Great care is taken to avoid the objections often made justly against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. No pupil is allowed to omit any regular lesson, except sometimes in reading when he is preparing to read at Exhibition; and if his recitations in Mathematics, Languages, or any other Department, show a falling off in application, his Exhibition part is summarily taken from him. He is taught that he has no right to make a handsome appearance in elocution at the sacrifice of any other part of his education. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious boy to obtain some part.

Exhibition Day is comparatively as much of a festival as Class Day at Harvard.

Nearly all of those who have no part manifest great interest in the success of the affair, and some of them are generally on the Committees chosen by the boys to attend to the business matters of the Exhibition.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures, and we are willing to leave to the decision of the audience at the exhibitions if the exercises in inculcating the value of good manners, perfect order, promptness, and self-reliance, are not worth more than any possible lectures or recitations in literature or science.

We are sometimes asked by persons not familiar with our system, if, after the exhibition is over, there is not a listlessness and want of interest in the regular school work, as a natural reaction from the excitement of the occasion. We invariably find the contrary result. A new vigor is infused not only into the elocution, but into every other department, caused in part by the remarks made at home by the parents and friends.

For the last few years we have been compelled to charge an admission fee, in order to lessen the crowd that formerly made the exhibitions so uncomfortable.

The receipts have been devoted to a fund for the foundation of a scholarship at Harvard College, which now amounts to over twelve hundred dollars.\*

The music, as is customary in all other institutions, is furnished by the pupils; all other expenses are defrayed by ourselves.

The system of prizes is so fully explained on page 8, that but one remark is needed here. Within the last ten years the requirements for obtaining a medal have been considerably increased, and we now wish to make a slight change in the form of these severe conditions if it can be done without lowering the present standard of scholarship.

Sometimes an excellent scholar who has conscientiously prepared a lesson will fail, through confusion or a sudden head-ache, or some unaccountable accident, particularly after absence. To provide for such cases, a pupil will be allowed under certain limitations to claim a prize for examination instead of recitations.

\* The receipts for the last two years have been taken towards replacing the reference library lost in the fire. In future they will go again to the scholarship.



## HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age.

We have also mentioned that there is no class rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made by Haskell & Son on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care it is well to bring written directions from an oculist.

There are fewer flights of stairs in the new building than in the old, and the room with the highest walls is at the top instead of in the centre, so that neither flight is lengthy.

**SUNSHINE.**—In most school-houses in town some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results of study in itself if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

LUNCHEONS.—We have reserved for these closing lines the most serious matter connected with the health of our pupils. It will probably bring a smile to the faces of most readers to be told that the members of Chauncy Hall suffer more from want of nourishing food than from all other matters combined that come into the hours spent here. But careful observation shows that the statement is not exaggerated.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at an eating house; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to arrange for varied lessons, frequent change of position, softened light, proper attitude, and pure air, if health is constantly undermined by inattention to food.



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FRENCH, ITALIAN, AND SPANISH.

MISS HARRIET L. LADD,

ENGLISH LITERATURE, HISTORY, AND DRAWING.

BENJAMIN F. NUTTING,

DRAWING.

MISS LUCY M. NEWHALL,

COMPOSITION, GERMAN, HISTORY, AND SPELLING.

LIEUT.-COL. HOBART MOORE,

MILITARY DRILL.

EDWIN DEMERITTE,

LATIN, GREEK, AND MILITARY DRILL.

MISS SARAH R. SMITH,

MATHEMATICS AND NATURAL HISTORY.

JAMES B. TAYLOR,

ENGLISH LITERATURE, ELOCUTION, AND LATIN.

ERNEST W. CUSHING,

CHEMISTRY AND PHYSIOLOGY.

MISS FANNY V. VIAUX,

FRENCH CONVERSATION.

MISS D. AUGUSTA CURTIS,

KINDERGARTEN.

MISS LUCY GARLIN,

VOCAL MUSIC.

MISS ALICE E. HOLDEN,

MATHEMATICS AND DEFINITIONS.



## ADVERTISEMENT.

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# CHAUNCY-HALL SCHOOL, BOSTON,

Is designed for the instruction of boys from the commencement to the close of a complete course of school education.

Girls also are admitted, having seats in a room under the care of one of the lady teachers.

It consists of three Departments: Kindergarten, Preparatory, and Upper.

### TERMS:

KINDERGARTEN, limited to fourteen pupils.

\$100.00 from Sept. 25 to June 19, payable Dec. 1.

### PREPARATORY SCHOOL.

\$50.00 a half year, payable Dec. 1 and April 1.

The first half year is from Sept. 13, 1876, to Feb. 7, 1877; the second from Feb. 7 to July 4, 1877.

### UPPER DEPARTMENT.\*

\$180.00 a year for the English studies, payable quarterly, Oct. 11 and Dec. 20; March 7 and May 16, 1877.

\$8 00 a quarter for one language, and

6.00 " " " each additional language.

6.00 " " " special Drawing and Materials.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything about these private arrangements.

The use of all English Class-books, and Stationery of all sorts, furnished to pupils in the Upper Department for two dollars per quarter; in the Preparatory School, two dollars per half year.

In the Chemical Department the same arrangement will be made that exists at the Institute of Technology. Each student will be furnished with apparatus for his own special use, and all damage and loss will be charged.

When there are two or more pupils from one family *through the entire year*, a deduction of thirty dollars will be made on the fourth quarterly bill of each year for each member of the Upper Department.

☞ A pupil commencing a quarter (in the Preparatory Department a half year) is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter or half year.

☞ No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours*, an extra charge will be made, according to the time occupied, except under the circumstances mentioned on page 47.

A fee of two dollars in advance will be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 41.

☞ Entrance examinations will be held during the last week in June, and on the 11th and 12th of September.

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### SPECIAL STUDENTS.

Terms by the quarter, *invariably in advance*, for instruction in class hours only.

Botany and Natural History, \$5 each; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, Book-keeping, English Grammar and Punctuation (counted together), Composition once a week, Natural Philosophy, Drawing four times a week, Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Chemistry, with Laboratory practice, \$20; Shakespeare and General Literature, five lessons per week, \$25; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages,

one, \$20, two, \$30; Latin or Greek, daily, \$30, both, \$50; one ancient and one modern language, \$40. When the bill of a Special Student is over \$60 a deduction of 10 per cent. is made.

No regular pupil who falls behind his class on account of idleness, will be received as a special student in more than three branches.

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### PRIVATE INSTRUCTION

can generally be obtained from teachers of the above branches. Their fees are from twenty-five to fifty dollars for a course of twenty lessons, or by the year according to agreement.

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The next school year commences on the thirteenth of September, 1876, and extends to the first Wednesday in July, 1877, and is divided into four quarters, commencing September 13th and November 22d, 1876, and February 7th and April 18th, 1877, at which times and on January 1st, vacancies usually occur.

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**\* \* \*** Pupils are received at any time, if there are vacancies, the charge after the first two weeks of the school year, commencing from the week of entrance; but if extra teaching is necessary to make up lessons which the class have previously been over, the charge will begin from the first week of the quarter.

One quarter's notice of intention to withdraw a pupil is respectfully solicited.

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### Regulations, &c.

Reports of studies, conduct, &c., are furnished weekly (in the Preparatory School monthly), *to be returned, endorsed by the parent or guardian, on the day following their reception by the pupil.*

The regular annual promotions are in September. No pupil is advanced to a higher class until he has passed a satisfactory examination in every study pursued by his class during the previous year; except that possibly some special case may occur, where thorough work in two languages will be accepted instead of one English study.



For the encouragement of industrious and healthy pupils, promotions are allowed at any time of year on satisfactory examinations.

In January an Exhibition is given, at which medals and other prizes are awarded for the year ending December 31st.

*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

**MILITARY DRILL.**—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They can state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when ordered to drill with a rifle.

**SINGING.**—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without notes from home.

**HOURS.**—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Preparatory School have half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises commence at 8½ to 9 o'clock, according to the seasons. The Hall is open from 7½ to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements. Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted.

**BAD LESSONS** must be made up after school; but in many cases this can be done on the day following the failure, so that the pupil's family may know of the cause of his detention and make arrangements for his dinner. Ordinary faults, not exceeding four in a week, can be settled on Saturdays, if parents wish. But those exercises that come at long intervals, like Composition, Abstract of Authors, and Declamation, must be settled, so far as is convenient for the teachers, on the day when they fall due. If these exercises are begun, as they should be, at least six-

teen days before they are due, there will rarely be any trouble about them.

NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.*

When a boy is withdrawn from school either temporarily or permanently, he must bring a WRITTEN statement to that effect from his parent or guardian.

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### VACATIONS AND HOLIDAYS FOR 1876-7.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the week commencing on the Monday of "Anniversary Week"—the 17th of June—Class Day at Harvard—from the fourth of July to the thirteenth of September—three days in October—Thanksgiving and the subsequent day—and the week from Christmas to New Year's Day, inclusive.

☞ The Principals of the School also reserve the right of granting such other holidays—not exceeding five in number—as may seem to them advisable.

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### Medals and other Prizes

are awarded as certificates of a definite amount of accomplished work. In order that there may be no improper emulation, there is no limit to the number. There are six grades; three of gold and three of silver.

The *first grade* will be awarded to those pursuing two or more languages, in addition to the English; the *second grade* to those pursuing one language besides the English; the *third grade* to those pursuing English studies only.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10 of the following year.

If reports are lost, duplicates will be furnished if asked for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and keeping of his own reports.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning partly on one condition and partly on another will not be allowed.

First. RECITATION CLAIM.—For the *gold* medal there must be no low mark.

For the *silver* medal the number of low marks must not exceed five for the first, ten for the second, and fifteen for the third.

A pupil having many lessons marked *four* (which number denotes a merely passable recitation) will receive a medal one grade lower than the above scale indicates. Suitable reduction will be made for the omis-

sion of any study in the regular school course except those studies excused to boys studying both Greek and Latin. When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided* that in those languages there is no mark less than 5, or that, having not more than ten marks below 5, but not less than 4, the examination percentages are unusually high. On the same conditions English Defining may be omitted when the student studies three languages.

Pupils studying languages, and having failures in any department, will stand better in obtaining lower grades of medals than boys who have English studies only; as an allowance of three failures will be made for a modern language, and of five for Greek or Latin. Two failures will be allowed to members of the Latin and French classes commencing in February. All altered marks on Reports not signed by one of the Principals, will count as low marks.

All absences not marked "Excused" on the face of the Report, with the signature of one of the Principals, and within a week from the time the Report is received, will count as low marks. *The only circumstances under which such excuses will be given, are illness, the marriage or death of a near relative, attendance at church with their families, and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible; the lessons in these last cases to be made up.*

Second. EXAMINATION CLAIM.—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on every study pursued by his class. He cannot take the average of several studies.

For the six grades the respective required per centages are in

Each branch of Mathematics—95, 93, 91, 88, 86, 84.

Other English Branches, each, 90, 87, 84, 81, 78, 75.

Each Language, 94, 91, 88, 84, 80, 75.

Examinations in Literature will include the course of out-of-school reading as well as those authors regularly studied in class.

As this form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold* if he has had more than five low marks; for the second, more than ten; third, fifteen; for the first *silver* more than twenty; second, twenty-five; third, thirty.

The Regulations in regard to absence and tardiness will be the same as by the first form of claim, except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many low marks as they cause lessons to be lost.

OTHER PRIZES.—Prizes of Books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals. Prizes are also given for excellence in some special department where the examinations are satisfactory in the other regular exercises. Elocution prizes depend to great extent on the marks for reading and declamation throughout the year; and to obtain the higher elocution medals a good knowledge of Shakespeare is required.

The Thayer Association give a gold medal for English Composition.



The Gold Medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his school-mates to be the best boy. A medal is also awarded in the same manner to the best boy in the Preparatory Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no low mark for conduct.*

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## STUDIES PURSUED AND BOOKS USED.

Many years of careful observation prove that the following course of study is adapted to any pupil who possesses ordinary mental ability and good health; and for such pupils it is very rarely changed. It requires out-of-school study every evening.

But there are always some members of the school who are too delicate to do the whole work, and who can study little or not at all out of school. Their health is of vastly more value than learning, but it is much better for them to have some regular mental discipline than to be idle.

They would form wretched habits if they were allowed to do poor work in all the different studies; it would be unfair to keep back the robust majority of the class for the benefit of the delicate minority; so for several years we have had an arrangement which has worked admirably. During the first year the pupil takes a little more than half of the work of his class, does thoroughly what he undertakes, and passes the regular examinations on the branches he has studied; and the next year, instead of being promoted, he remains in the same class, reviews what he did the previous year, and takes up what he omitted.

As all the class are told at the beginning of the year that certain members are to remain two years in the class, there is no mortification at not being promoted. The whole matter is thoroughly understood. This course has been adopted by many families with excellent results to their children. It was first designed for the lower classes, but it was found equally advantageous for those pupils who require some lightening of their work at a later period of their school life.

It will be observed that the studies are arranged so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

## GENERAL EXERCISES.

Written Spelling Lessons every day.

Writing in copy books.

Declamation every third week.

Composition by all the classes except the Sixth—Oct. 2, Oct. 23, Nov. 13, Dec. 4, 1876; Jan. 2, Jan. 22, Feb. 12, March 25, March 26, April 16, May 7, June 4, June 25, 1877.

Abstracts of Authors, by the First, Second, and Third Classes, one week after the date for Composition.

Vocal Music.

Military Drill twice a week for the lowest two classes; three times for the others.

Short Lectures on Physiology and Hygiene twice a week.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Hall's Geography;  
 Oral Lessons in Grammar;  
 Greenleaf's Written Arithmetic;  
 Reading and Defining in Edward's Reader;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FIFTH CLASS.

Hall's Geography;  
 Oral History of the United States;  
 Grammar;  
 Written Arithmetic through Simple Interest;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FOURTH CLASS.

Hall's Geography and Map Questions;  
 Grammar;  
 Geometrical Problems;  
 Business Arithmetic, through simple interest;  
 Reading in School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing.

## THIRD CLASS.

Physical Geography;  
 Grammar;  
 History of England;  
 Greenleaf's Common School Arithmetic;  
 Practical Exercises in Geometry;  
 Algebra, through Division of Polynomials;

Drawing;  
 Scott's Poetical Works ;  
 Defining ;  
 Natural Philosophy, Oral.

#### SECOND CLASS.

Grammar ;  
 History of Rome and Greece ;  
 Constitution of the U. S. ;  
 Natural Philosophy ;  
 Wilson's Punctuation ;  
 Arithmetic ;  
 Ray's Higher Algebra ;  
 Geometry ;  
 Defining ;  
 Irving's Works.

#### FIRST CLASS.

History of Greece and Ancient Geo-  
 graphy ;  
 Fay's Modern Geography ;

Defining ;  
 Arithmetic ;  
 Ray's Higher Algebra ;  
 Chemistry ;  
 Geometry ;  
 Book-keeping ;  
 Shakespeare ;  
 English Authors ;  
 Botany ;  
 Modern Revolutions.

#### POST-GRADUATE COURSE.

In September there will be opened a literary and also a scientific course of study, intended for graduates of high schools and others who are not able to take a four years' course of higher education, but who would like a year of broader study than is afforded by the curriculum of any preparatory school. Further information may be obtained by personal application or by mail. See pages 14 & 34.

### CLASSICAL DEPARTMENT.

#### SIXTH CLASS.

Harkness's Latin Grammar ;  
 " " Reader, begun.

#### FIFTH CLASS.

Harkness's Latin Grammar and  
 Latin Reader ;  
 Harkness's Latin Prose Composition ;  
 Principia Latina, Part II.  
 Phædrus, Justin, Nepos, Latin School  
 Series.

#### FOURTH CLASS.

Latin Grammar and Composition ;  
 Cæsar's Commentaries ;  
 Sallust's Catiline ;  
 Goodwin's Greek Grammar & Leigh-  
 ton's Greek Lessons.

#### THIRD CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Ovid, 4000 lines ;  
 Xenophon's Anabasis, begun.

#### SECOND CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Virgil's Æneid ;  
 Curtius, Cicero De Senectute ;  
 Xenophon's Anabasis ;  
 Herodotus.

#### FIRST CLASS.

Latin and Greek Grammar and Com-  
 position ; Virgil finished ;  
 Cicero's Select Orations ;  
 Herodotus ;  
 Homer's Iliad ;  
 Baird's Manual.



Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. This time may be shortened by one or two years, when the age and progress of the pupil make it expedient. Boys *intended for College* should begin Latin when entering the Fifth Class in the English Department. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the commencement of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

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FRENCH CLASSES.

Otto's French Grammar, by Bocher ;  
 Bocher's French Reader ;  
 Chardenal's Exercises ;  
 Fables d'Æsop ;  
 Selections from the Classics, &c. ;  
 Taine's Notes on England ;  
 " " " Italy ;  
 Ancient and Modern French Plays.

ITALIAN CLASSES.

Toscani's Italian Grammar ;  
 Green's Method ;  
 Pellico's Works ;  
 Manzoni's Works ;  
 Dall'Ongoro's Works ;  
 Selections from the Classics.

SPANISH CLASSES.

Jose's Spanish Grammar ;  
 Ahn's Method ;  
 Fernan Caballero's Works ;  
 Trueba's Works ;  
 Selections from Old Writers ;  
 Ancient and Modern Plays.

GERMAN CLASSES.

Lehr-und-Lesebuch, von Albert  
 Haesters ;  
 Stories by Zschokke and others ;  
 Schiller's and Goethe's Dramas ;  
 Deutsche Sprachlehre, von  
 Heinsius.

Classes in French are usually formed in February and September ; in Spanish and German whenever four pupils desire to commence, or as many as will meet the expense of instruction.

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PREPARATORY DEPARTMENT.

Oral Lessons in French ;  
 Oral Lessons in Botany ;  
 Monroe's Third Reader ;  
 Analytical First Reader ;  
 Analytical Second Reader ;  
 Analytical Third Reader ;  
 Franklin First Reader ;  
 Franklin Second Reader ;

Franklin Third Reader ;  
 Swinton's Word Book ;  
 Colburn's First Lessons ;  
 Hagar's Primary Arithmetic ;  
 Hagar's Elementary Arithmetic ;  
 Mrs. Hall's Primary Geography ;  
 Drawing.

## POST-GRADUATE COURSE.

## LITERARY.

Selections from Latin Historians;  
 Odes of Horace;  
 Latin at Sight, whatever the class  
 prefers;  
 English Literature;  
 Essays;  
 French or German;  
 Shakspeare;  
 History;  
 Discussions upon subjects of interest.

## SCIENTIFIC.

Solid Geometry;  
 Trigonometry, with Astronomy and  
 Optics;  
 Geology, with excursion study;  
 Chemistry, with Laboratory practice;  
 Physics.

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By special vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed, under certain restrictions, to take from the library such books as are in the line of their school work. This privilege will be of great advantage to students of literary or scientific tastes.

# Roster of the Chauncy-Hall Battalion.

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*Major*, CURTIS GUILD, JR.

*Adjutant*, F. F. EMERY, JR.

## Co. A.

*Capt.* E. P. MASON.  
*Lt.* H. MILLS.

- 1 *Ser.* W. N. BUFFUM.
- 2 *Ser.* F. A. PIERCE.
- 3 *Ser.* E. S. CUMMINGS.

## Co. B.

*Capt.* E. W. BREWER.

*Sergeant Major*, W. B. FISKE.

- 1 *Ser.* L. S. EVANS.
- 2 *Ser.* E. F. BRYANT.
- 3 *Ser.* GEO. H. R. PREBLE.
- 4 *Ser.* R. BATCHELLER.

## Co. C.

*Capt.* C. H. POOR.

- 1 *Ser.* J. W. JOHNSON.
- 2 *Ser.* O. C. BRYANT.
- 3 *Ser.* W. WINSLOW.
- 4 *Ser.* M. S. MARSHALL.

## Co. D.

*Capt.* F. B. HALL.  
*Lt.* H. AUSTIN.

- 1 *Ser.* C. D. CUSHING.
- 2 *Ser.* S. W. CLARK.
- 3 *Ser.* F. N. MARCH.



# Medals and other Prizes awarded January, 1876.

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## *First Gold Medal.*

JOHN CHANDLER.

## *Second Gold Medals.*

JOSEPH H. BEALE, JR.,                      WALTER N. BUFFUM,  
LLEWELLYN S. EVANS.

## *Third Gold Medals.*

EDWIN T. DOUBLEDAY,                      WILLIAM B. FISKE,  
MARY A. HUNTING.

## *First Silver Medals.*

ROBERT BATCHELLER,                      JOHN R. BRADLEE,  
CLARENCE H. POOR,                      FREDERIC W. STANTON.

## *Second Silver Medal.*

HERBERT WOODS.

## *Third Silver Medal.*

WALTER AUSTIN.

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## *Gold Medal of the Chauncy-Hall Association.*

WILLIAM B. FISKE.

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## COMPOSITION PRIZE.

### *Gold Medal of Thayer Association.*

ALICE S. BLACKWELL.

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## Preparatory Department.

*Founder's Medal,* GEORGE L. DEBLOIS, JR.

## KINDERGARTEN.

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*Teacher.*

MISS D. AUGUSTA CURTIS.

### PUPILS.

Names.	Residences.
*Frederic Blake, . . .	Harrison Ave.
Henry G. Bradlee, . . .	Beacon St.
William M. Bremer, . . .	} Dartmouth St.
Theodore G. Bremer, . . .	
Agnes Byrnes, . . .	Chandler St.
Mary L. Jackson, . . .	Hotel Berkeley.
Florence DeMerritte, . . .	HYDE PARK.
Mary Pritchard, . . .	Parker House.
*Frank H. Sampson, . . .	Newbury St.
Carlie Schenck, . . .	Hotel Pelham.
Sandford Tappan, . . .	Dartmouth St.
†Ernest Wason, . . .	Brunswick Hotel.
Sarah Washburn, . . .	Newbury St.

\* Receive instruction also in the Preparatory School.

† Transferred to Preparatory School.

## PREPARATORY DEPARTMENT.

## TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS FANNY V. VIAUX,  
*French.*

MISS LUCY GARLIN,  
*Singing.*

There is also a special Teacher of Drawing.

## PUPILS.

Names.	Residences.
Albert E. Adams, . . .	Bowdoin St.
Francis W. Bacon, . . .	BEDFORD.
John W. Baker, . . .	Columbus Avenue.
John G. Bartleman, . . .	CHARLESTOWN.
Arthur T. Bradlee, . . .	Beacon St.
Perry Brigham, . . .	BRIGHTON.
Frederic H. Briggs, . . .	Chandler St.
Frederic Blake, . . .	Harrison Avenue.
Edith Byrnes, . . .	Chandler St.
Edward M. Beals, . . .	Newbury St.
Henry M. Clarke, . . .	Berkeley St.
Arthur T. Clarke, . . .	Worcester St.
George L. Deblois, . . .	Otis Place.
Edith Eldridge, . . .	MILTON.
George J. Fiske, . . .	} Chestnut St.
Esther L. Fiske, . . .	



Dexter Follett, . . .	Boylston St.
William E. Harris, . . .	MELROSE.
Moses D. Kimball, . . .	Mt. Vernon St.
Daniel D. Lee, . . .	Commonwealth Ave.
Weston K. Lewis, . . .	Worcester St.
Herman Parker, . . .	Worcester Square.
Jacob C. R. Peabody, . . .	Marlborough St.
Horace B. Pearson, . . .	Clarendon St.
Evans Preston, . . .	Dartmouth St.
George R. Plumer, . . .	Columbus Avenue.
Harriett M. Plumer, . . .	Marlborough St.
Charles H. Richardson, . . .	Newbury St.
William B. Richardson, . . .	Tremont St.
James M. Randall, . . .	Beacon St.
William Sampson, . . .	} Newbury St.
Frank H. Sampson, . . .	
Mabel Schenck, . . .	Boylston St.
Warren L. Stevens, . . .	} St. James Ave.
Eva M. Stevens, . . .	
Nellie E. Shewell, . . .	Warren Avenue.
Ernest Wason, . . .	Boylston St.
Arthur G. Wood, . . .	Rutland Square.
George B. Wright, . . .	Beacon St.

## UPPER DEPARTMENT.

**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature, Composition, and Elocution.

HERBERT B. CUSHING,  
Latin, Greek, and Military Drill.

OLIVER F. BRYANT,  
Natural Philosophy, Geography, Grammar, History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, Spanish, and German.

MISS HARRIET L. LADD,  
English Literature, History, and Drawing.

BENJAMIN F. NUTTING,  
Drawing.

MISS LUCY M. NEWHALL,  
Composition, German, History, and Spelling.

LIEUT.-COL. HOBART MOORE,  
Military Drill.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

MISS SARAH R. SMITH,  
Mathematics and Natural History.

JAMES B. TAYLOR,  
Elocution and Latin.

ERNEST W. CUSHING,  
Chemistry.

MISS LUCY GARLIN,  
Vocal Music.

MISS ALICE E. HOLDEN,  
Mathematics and Definitions.

## PUPILS.

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Those marked with an asterisk (\*) have entered since the publication of the last Catalogue, but are not at present members of the School.

Names.	Residences.
Harry N. Appleton, . . .	Charles St.
Alfred K. von Arnim, . . .	LONGWOOD.
Herbert Austin, . . .	} Arlington St.
Walter Austin, . . .	
Frank E. Bacon, Jr., . . .	Beacon St.
Wallace B. Baker, . . .	Columbus Ave.
Arthur D. Ball, . . .	Newbury St.
Willard D. Barrett, . . .	MALDEN.
Richard M. Bartleman, . . .	CHARLESTOWN.
Robert Batcheller, . . .	} Berkeley St.
Alfred Batcheller, . . .	
Joseph H. Bealè, Jr., . . .	DORCHESTER.
George H. Bean, . . .	Tremont St.
Henry D. Bennett, . . .	} BROOKLINE.
Stephen H. Bennett, . . .	
George B. Billings, . . .	Hancock St.
Alice S. Blackwell, . . .	DORCHESTER.
John B. Blake, . . .	Harrison Avenue.
John R. Bradlee, . . .	Beacon St.
Edward W. Brewer, . . .	JAMAICA PLAIN.
William D. Brewer, Jr., . . .	Columbus Avenue.
John L. Bremer, . . .	Dartmouth St.
Arthur F. Brigham, . . .	Beacon St.
Edward F. Brigham, . . .	GRANTVILLE.
Edward F. Bryant, . . .	} WOBURN.
Oliver C. Bryant, . . .	
Walter N. Buffum, . . .	Hotel Pelham.
Charles W. Burrill, . . .	Columbus Avenue.
Mary E. Butler, . . .	CHARLESTOWN.
John G. Calrow, Jr., . . .	BOSTON HIGHL'DS.
John Chandler, . . .	Arlington St.
James E. Chapman, . . .	CANTON.

Stephen Chase, . . . .	Beacon St.
Ernest B. Chenoweth, . . . .	Columbus Avenue.
David O. Clark, . . . .	Worcester St.
*George Cohen, . . . .	“ “
J. Randolph Coolidge, Jr., . . . .	} Beacon St.
John Gardner Coolidge, . . . .	
Frank E. Coolidge, . . . .	WATERTOWN.
George Kuhn Clarke, . . . .	NEEDHAM.
John S. Clark, Jr., . . . .	Pinckney St.
Pauline Cochrane, . . . .	MALDEN.
John T. Coit, . . . .	Chester Square.
Edwin B. Cox, . . . .	Shawmut Avenue.
William B. Crocker, . . . .	Chester Park.
Samuel Crowell (of Dennis, Mass.),	Derne St.
Edwin S. Cummings, . . . .	CAMBRIDGEPORT.
William F. Cunningham, . . . .	CHARLESTOWN.
Chauncy D. Cushing (of St. John, N. B.), . . . .	} Shawmut Ave.
John, N. B.), . . . .	
Robert N. Cutler, . . . .	Marlborough St.
Harrie L. Davenport, . . . .	MILTON.
James V. Davis, . . . .	ROXBURY.
Stanton Day, . . . .	Hanson St.
Charles C. Doe, . . . .	Columbus Avenue.
Edwin T. Doubleday, . . . .	CHARLESTOWN.
Sumner Dresser, . . . .	N. CAMBRIDGE.
Danforth R. Dunn, . . . .	Bulfinch Place.
Francis S. Eaton, . . . .	Louisburg Square.
Amy Elliott, . . . .	Columbus Avenue.
Francis F. Emery, Jr., . . . .	Union Park.
Frederic Estabrook, . . . .	Rutland Square.
S. L. Evans, . . . .	} HYDE PARK.
Martha S. Evans, . . . .	
Herbert Everett, . . . .	NORWOOD.
Frederic W. Farwell, . . . .	Mt. Vernon St.
Henry S. Fessenden, . . . .	Marlborough St.
Parker B. Field, . . . .	DORCHESTER.
William Fischer, . . . .	N. CAMBRIDGE.
William B. Fiske, . . . .	CAMBRIDGEPORT.
Elisha Flagg, . . . .	Boylston St.



Abbott M. Frazar,	. . .	WATERTOWN.
C. Cuyler Gill,	. . .	} Columbus Ave.
Mariquita S. Gill,	. . .	
Frederic M. Gooding,	. . .	
Walter C. Grover,	. . .	WALTHAM.
Curtis Guild, Jr.,	. . .	} Mt. Vernon St.
Courtenay Guild,	. . .	
Silas A. Gurney,	. . .	Revere House.
Frederic B. Hall,	. . .	CHARLESTOWN.
Flora M. Harding,	. . .	DORCHESTER.
Thomas E. Harris,	. . .	Church St.
Benjamin W. Hatch,	. . .	SAVIN HILL.
Charles A. Harrington,	. . .	BROOKLINE.
Edwin H. S. Hill,	. . .	Lovering Place.
Warren M. Hill,	. . .	BROOKLINE.
Frank H. Hilton,	. . .	Columbus Avenue.
Lemuel Hitchcock (of Marlboro'),	. . .	Dartmouth St.
David K. Horton,	. . .	Hancock St.
Frank M. Howe,	. . .	S. BOSTON.
Percival Howe,	. . .	BROOKLINE.
Susan E. Hunt,	. . .	} Dartmouth St.
Nettie Hunt,	. . .	
Henry M. Hunt,	. . .	} SAVIN HILL.
Arthur P. Hunt,	. . .	
Mary A. Hunting,	. . .	Chandler St.
John H. Hutchins,	. . .	BOSTON HIGHLD'S.
Alfred S. Ingalls,	. . .	LYNN.
Frank H. Ivers,	. . .	N. CAMBRIDGE.
James W. Johnson,	. . .	Tremont St.
Henry F. Jordan,	. . .	Columbus Avenue.
James H. Kendall,	. . .	CAMBRIDGEPORT.
Annie Kendig,	. . .	CHARLESTOWN.
Chokichi Kikkawa (of Japan),	. . .	W. Canton St.
Arthur E. Kilham,	. . .	ROXBURY.
George N. S. Kimball,	. . .	W. Springfield St.
Marcus M. Kimball,	. . .	Mt. Vernon St.
David M. Kinmonth,	. . .	Dartmouth St.
Frank Lenzi,	. . .	JAMAICA PLAIN.
Louise E. Lewin,	. . .	READVILLE.

Lizzie E. Little, . . .	Chandler St.
A. DeWitt Lyon, . . .	W. Chester Park.
Fred. N. March, . . .	WATERTOWN.
M. Sylvester Marshall, . . .	Poplar St.
Alan G. Mason, . . .	BROOKLINE.
Frederick G. May, . . .	DORCHESTER.
John E. Maynard, . . .	LYNN.
George B. McLellan, . . .	} Shawmut Avenue.
Charles M. S. McLellan, . . .	
James Means, . . .	Hancock St.
Wallace D. Merrow, . . .	Coolidge House.
Willis C. Merrill, . . .	HYDE PARK.
Harvey P. Mills, . . .	} Hancock St.
Ezra P. Mills, . . .	
William H. Mills, . . .	Beacon St.
Edward P. Morey (of Titusville, Penn.), . . .	} E. BOSTON.
Edwin I. Morrison, . . .	
N. Tyler Morse, . . .	ALLEN ST.
Walter A. Murdock, . . .	BEVERLY.
Nabukata Nambu (of Japan),	JAMAICA PLAIN.
Edward G. Niles, . . .	Worcester St.
Edward L. Orcutt, . . .	Pinckney St.
Arthur K. Palmer, . . .	SOMERVILLE.
Walter E. Park, . . .	BROOKLINE
Charles S. Parker, . . .	S. BOSTON.
L. Herbert Parker, . . .	Worcester Square.
Samuel T. Parker, Jr., . . .	Chestnut St.
William C. Parker, . . .	} WAKEFIELD.
McLaurin J. Pickering, . . .	
Francis A. Pierce, . . .	CAMBRIDGEPORT.
George F. Pierce, . . .	Rutland St.
Clarence H. Poor, . . .	NEPONSET.
Robert C. Poor, . . .	} Tremont St.
John S. Poyen, Jr. (of W. Amesbury), . . .	
Louis M. Pratt, . . .	} CHARLESTOWN.
George H. R. Preble, . . .	
Joseph B. Proctor, . . .	JAMAICA PLAIN.
	Commonw'lth Hotel.
	REVERE.

William L. Puffer, . . .	}	BOSTON HIGHL'DS.
Mary P. Puffer, . . .		
Frederic E. Puffer, . . .		
George J. Putnam, . . .		Beacon St.
Charles S. Raddin, . . .		W. LYNN.
Grace C. B. Roberts, . . .		E. Springfield St.
Odin B. Roberts, . . .		W. Springfield St.
N. Fred. Robinson, . . .		LYNN.
Anson Rogers, . . .		CAMBRIDGEPORT.
Fred. W. Rogers, . . .		LEXINGTON.
Charles H. Rollins, . . .		Washington St.
Frederic G. Ross, . . .		IPSWICH.
John H. Shewell, . . .		Warren Avenue.
Edwin B. Silliman, . . .		MALDEN.
Carrie D. Slack, . . .		BROOKLINE.
Alfred E. Smith, . . .		Warren Avenue.
Fred. R. Smith, . . .	}	Myrtle St.
Henry C. Smith, . . .		
*Horace J. Soule, . . .		WINTHROP.
Frederic W. Stanton, . . .		Hotel Berkeley.
Willie E. Stackpole, . . .		S. BOSTON.
Teikichi Tanaka (of Japan),		DORCHESTER.
Edward K. Thayer, . . .		Rutland Square.
George D. W. Thorndike, . . .		Ashburton Place.
Mary Tillinghast, . . .		NEWTON HIGHL'DS.
Joseph W. Tomson (of Phila- delphia), . . .	}	HYDE PARK.
Emerson W. Torrey, . . .		
Georgie H. Townsend, . . .		N. WEYMOUTH.
Carrie S. Vickery, . . .	}	W. Canton St.
George J. Vickery, . . .		
Lionel C. Walden, . . .		Walnut St.
William A. Wadsworth, . . .		MALDEN.
Joseph H. Walker, . . .		CAMBRIDGE.
Joseph W. Wattles, Jr., . . .		CANTON.
A. G. Weeks, Jr., . . .		Newbury St.
Geo. W. Welch (of Hyannis),		Columbus Ave.
Benj. W. Wells, . . .		Newbury St.
Everett Wescott, . . .		W. ROXBURY.

Winthrop Wetherbee, . . .	Temple St.
John H. Wheeler, . . .	S. BOSTON.
Charles W. White, Jr., . . .	BOSTON HIGHL'DS.
Joseph F. White, . . .	Commonwealth Ave.
Arthur H. Whitney, . . .	} WATERTOWN.
Fred. A. Whitney, . . .	
Charles H. Wilson, . . .	CHARLESTOWN.
*Lewis G. Wilson, . . .	Worcester Square.
Roland F. Winslow, . . .	JAMAICA PLAIN.
Winthrop C. Winslow, . . .	Rutland St.
Albert Willcomb, . . .	CHELSEA.
Edward N. Wilmarth, . . .	JAMAICA PLAIN.
Frederic M. Wood, . . .	Rutland Square.
Lewis A. Wood, . . .	ROXBURY.
Herbert Woods, . . .	Union Park.
William D. Wooldredge, . . .	Beacon St.



## SPECIAL STUDENTS.

CLARENCE BROWNE, Ipswich,

*Chemistry.*

WM. J. HALLETT, Cambridgeport,

*Mathematics, Book-Keeping, Military Drill.*

HENRY MASON, Brookline,

*Latin, French, German, Eng. Literature, Military Drill.*

ANNIE L. PALMER, Newbury Street,

*Latin and Greek.*

FRANK A. PAGE, Quincy,

*Geometry, Algebra, French.*

ROBERT STARK, Waltham,

*Latin, German, Algebra, Elocution.*

MARY TYLER (of Warwick, Mass.) Hanson St.

*Latin, Arithmetic, Drawing.*

LUCY WHEELOCK (of Cambridge, Vt.), Hyde Park,

*Latin, French, German.*



1874.

# BRIEF SKETCH

OF THE

## HISTORY OF THE SCHOOL.

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BEING now thoroughly established in our new location, it seems a not inappropriate time to give a brief sketch of the history of Chauncy-Hall School. Though it has not quite reached its semi-centennial year, which occurs in 1878, it may interest those who are now connected with it or who think of becoming so, to know something of its early days and what it has accomplished.

Chauncy-Hall School was established, under its present name, in 1828, in Chauncy Place, by the late GIDEON F. THAYER, so well known to middle-aged and elderly Bostonians. The school, however, had previously existed for about ten years in Harvard Place, an enclosure of some size opening by narrow passages on Washington and School Streets. Prior to its removal, in addition to the education given in the regular day school, it had supplied a want of the times in what was called its Intermediate School, where boys from the neighboring Public Latin School, in School Street, received instruction in writing and various English branches, between the morning and afternoon sessions of their own school. Many of our citizens who attended the Latin School between 1820 and 1830 will remember the double duties and responsibilities thus incurred and the hot haste with which they made



the transit between the two schools, to their homes in the intermission, and back to their afternoon school at 2.30 or 3 o'clock, making a school day of at least eight hours.

Mr. Thayer was encouraged by his success to build a school-house in Chauncy Place far in advance of any thing then existing in finish, comfort, and commodiousness, and on a much more expensive scale than any private school-house in Boston, or in New-England, except the Round-Hill School at Northampton. Many physical comforts, till then unknown in schools, were introduced in this building, such as a hot-air furnace in place of the old-fashioned cast-iron box stoves, windows that would lower from the top, the rudiments of ventilation, and comfortable desks and chairs, the latter being planned and manufactured especially for the purpose, such an article having never before been used for pupils in a school-room.

#### DIVISION OF LABOR IN INSTRUCTION.

The system of the division of labor in instruction was here first fully introduced. All the pupils for whom the Upper Department of the school was originally planned (120) sat in the large hall under the immediate direction of the Principal, while the departments of mathematics, languages, elocution, &c. were carried on in separate recitation rooms by teachers particularly qualified for their work, and having nothing to distract them from it. A great advantage has always thus been secured over schools however small, composed of pupils of different ages, all of whom are to be taught, in all branches, by one teacher. A Preparatory Department for the younger pupils was established in a separate room at the same time and has ever since been maintained.



## NEW STUDIES AND EXERCISES INTRODUCED.

The first school gymnasium in Boston was erected in the play-ground of the school prior to its removal, about the year 1826. Vocal music, as a general exercise, was successfully introduced about 1830, by Dr. Lowell Mason, the father of the present system of popular instruction in this branch. Chauncy Hall was the first not strictly military school to introduce Drill as a regular school exercise, in April, 1871. 6/

Candidates have been regularly and successfully entered at Harvard and other colleges for over forty years, and about two hundred have received their preparation at the school. Within the last five years several young ladies have also been prepared for college, in the regular school classes. Boys have always received a thorough and liberal training for mercantile life, and the graduates may be found filling honorable places among merchants and men of business wherever American enterprise has penetrated. It is estimated that four thousand persons have received their education here.

## MIGRATIONS OF THE SCHOOL.

Chauncy *Place*, originally equally central and quiet, impassable for vehicles, with lofty and spreading trees and bordering gardens, the beau ideal of a situation for a school-house, became Chauncy *Street*, and gradually one of the busiest centres of business in the city.

The demolition of the First Church under whose wing the school had so long nestled, made it necessary to abandon the locality it had occupied for forty years, and new quarters were prepared for it in the neighboring Essex Street. Here it remained comfortably and with increased numbers, till the fire in May, 1873,

when the building with all its contents was destroyed. The school, however, was immediately regathered in a neighboring building, formerly the Essex-Street Church, awaiting the erection by a corporation consisting largely of friends and former pupils of the school of the present building in Boylston Street, which far surpasses either of the others in size, beauty, elaborate and successful warming and ventilating apparatus, general commodiousness and adaptation to its purpose. Its surroundings are of the most healthy and refining description, such as open squares, churches and museums, and it cannot be crowded upon or cut off from sun and air. It has also joint use with the Institute of Technology of a large and well-fitted gymnasium and drill hall.

#### THE CURRICULUM.

The course of study has been gradually widened and extended, while the proportion of teachers has much exceeded the increase in the number of scholars and additional branches taught. The instruction and opportunities now given in the school, cover preparation of either sex for any college; of young ladies for the Harvard Examinations for women; of candidates for the Technological Institute or scientific schools; of young men for a business life in its widest sense, including the acquisitions and accomplishments of a cultivated gentleman; and the thorough general education of girls. A Kindergarten has been added to the new establishment, and the scope of the Preparatory Department for young children has been much enlarged, including the systematic teaching of free-hand Drawing and daily oral instruction and conversation in French. While the school has more male teachers than formerly, it has also several female teachers, avoiding what by

many are considered extremes, if not errors, in our public schools, in some of which the teachers are exclusively men and in others almost exclusively women.

#### PERMANENCE OF THE SYSTEM.

One advantage that the school has always possessed, is an element of *permanence* in its system and teachers. Its founder and first principal was connected with it in its different situations for about forty years; his successor, the present senior principal, in different capacities, for an even longer period; the other principals, twenty and thirteen years respectively; while four of the teachers of departments average fifteen years each. Thus a consistent, though not unbending system and management may be looked for, while the means of keeping up with the latest views are not wanting, since the steadying influence of mature years operates by the side of new ideas and youthful enthusiasm.

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The foregoing brief sketch of the History of the School has been given this year in place of any formal Report; but a few items of information may be mentioned here.

#### LECTURES ON PHYSIOLOGY AND HYGIENE.

In September last a course of short semi-weekly lectures on Physiology and Hygiene was commenced and has been regularly continued throughout the year. The subjects have been presented in simple language, free from technicalities and with all necessary means of illustration, and have excited much interest among the pupils. No book has been used nor study required, but questions are asked on the previous lectures. In



this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

#### POST-GRADUATE COURSE.

The school has always provided instruction in full preparation for Colleges and Scientific Schools; but we propose to do something to meet the wants of a class of students of both sexes, graduates of High Schools, or those of maturer years who for various reasons cannot take the four-years' course in these institutions.

A course of Study and Reading has, therefore, been arranged for the next year, equivalent to the work of our best Colleges in the Departments of Ancient and Modern Languages, Mathematical and Scientific Studies during the Freshman Year, and beyond it in the Departments of English Literature, Rhetoric, and Composition. An opportunity will thus be presented to acquire an education fitting its possessor for honorable positions in society, or special professional study.

The equivalent of a Normal-School education may thus be obtained by those proposing to become Teachers, with the advantage of witnessing all the processes in the various departments of a large school, as carried on by experienced teachers.

By reference to page 14, under the head of Post-Graduate Class, may be seen the studies proposed for it, and a circular containing all the particulars in regard to it and the amount of knowledge necessary for admission to it will be sent to any one asking for it.

CUSHINGS & LADD.



## GENERAL PRINCIPLES

OF THE MANAGEMENT OF THE SCHOOL, AS SHOWN IN FORMER  
REPORTS.

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*From Report for 1864.*—The school receives children at the very commencement of their education and in course of ten or twelve years gives them a thorough English education as a foundation, adding such accomplishments and additional studies as the particular line of life selected for the individual may render desirable or necessary. Many pupils thus receive their entire education at the school, commencing their alphabet in the Preparatory Department, and being transferred in due time to the Upper Department where they remain till they enter college or the counting-room.\* Others are received at various stages of their progress, joining such classes as their acquisitions will allow.

### THOROUGH WORK FROM HEALTHY CHILDREN.

All the appliances and means of imparting a thorough education are brought to bear upon the pupils, and their acquisitions will be in proportion to their *abilities, exertions, health, regularity of attendance* and the *interest and coöperation* of their parents. *All these elements are necessary to produce superior scholarship,*

\* 1875. The Kindergarten now admits pupils between three and a half and seven years of age, and lays an admirable foundation for the Preparatory Department.

which, as they are not very frequently combined in one person, must be comparatively rare; while respectable attainments, with excellence in one or more studies, are within the reach of the majority. To promise more than this as the result of any system, arises either from inexperience or dishonesty. The school has discovered no royal road to learning. Though a private institution, it does not dispense with the labor, order, and discipline that are found necessary in public ones. It is not intended as a refuge for laziness and imbecility, and desires no scholars who are not expected to comply with its requisitions and obey its laws. It looks for no improvement that is to come to the student in some mysterious way, merely by having his name on its lists and occupying seats at its recitations. It does not expect that pupils who are irregular in attendance, from whatever cause, can make the same progress as those who are always present; nor does it look upon a note of excuse as equivalent to a well prepared lesson. It is, emphatically, a *working* school, and no progress is promised to those who do not *work*. With these views, lessons are set daily of such length and difficulty as experience has shown can be mastered in a reasonable time by the average intellect.

#### HABITS AND MANNERS.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils—most important parts of education. Moral instruction is not imparted by set lessons or lengthy lectures; but by appropriate comments on passing events, whether of school or of other conditions of life, by the private hint

to arrest the first steps in wrong doing, by forming and maintaining a healthy public opinion that shall frown down meanness, vulgarity, and dishonesty ; and finally, by making a broad distinction between those worthy of trust and confidence, and those who are not. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy. When these principles cannot be depended on, a strict surveillance is exercised, and the avenues and openings to temptation are, as far as possible, closed, while a prompt and sure reckoning awaits the transgressor.

Gentlemanly manners are required in all school intercourse. The forms and observances of respect shown from the young to their elders in the days of our fathers, though unwisely relaxed in some families and schools, will always be maintained at Chauncy Hall. Manners are one of the safeguards of society, and, next to principles, must be insisted upon by all who have its interest at heart.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and requisitions of the school. Every day has its fixed and certain exercises, which come around with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps



to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are expected to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.

#### DISCIPLINE.

*From Report for 1867.*—The discipline of a large school is necessarily strict, if it is to deserve the name of a school; but it may be strict without being harsh, and requires nothing from any pupil that an enlightened regard for *his own interest* as well as for the welfare of others, does not prescribe. Good conduct in school is nothing but what good morals and good manners require, and we wish no pupils to enter Chauncy Hall who desire to lay these aside, or who are unwilling to receive our idea of them, if they are ignorant themselves, and to abide by our judgment while under our charge.



## WRITTEN EXAMINATIONS.

*From Report for 1872.*—As a means of ascertaining a pupil's real knowledge and standing in the mathematical department, very frequent written examinations are held, involving great labor to the teacher. These are necessary to prevent that living on borrowed capital or by underhand measures, to which there is so much temptation. It is of little use for a boy to get his problems done by a kind but injudicious sister, or to borrow them from a classmate, if a written examination is going to expose his real mental condition and go far toward deciding his standing. Similar examinations are also held in the other departments as often as is thought necessary; the result in all cases is indicated by a mark in *red ink*, 100 being the maximum.

The attention of parents is particularly asked to these examination marks, as by them, even more than by the *daily* marks, a pupil's real and available knowledge of a subject is indicated. We often call attention to them when particularly low; but whether we do or not, they should receive constant and particular notice. By them, better than by asking or writing, parents may judge if their son is doing as well as health will allow, and can see the likelihood of his maintaining his place in his class at the end of each half year.

We consider that this system of examinations is likely to increase the working power and efficiency of the school in a great degree. It dispels the illusions of those who fondly but falsely flatter themselves that they are well informed upon a subject, when in reality they are not; it opens the eyes of the parents of youthful prodigies who have tried to persuade the home department that they can get along with little or no study; it shows the effects of absence, whether proceeding from necessary causes or not; finally, it some-

times shows in a quiet but conclusive way, that some scholars have not abilities equal to their position, and convinces them and their friends of the necessity of a change. From whichever of these reasons a change of class becomes necessary, the real good of the pupil is what is sought in making it; and it is only when caused by negligence, that it need be taken to heart. After a scholar has ceased really to go on understandingly with his class, to touch bottom as it were, but is merely dragged on by it, he is not getting any good himself, and is so much dead weight upon the progress of others. He is simply wasting money, losing time, and learning a lesson in deception. Presently some trial of his knowledge arrives; an examination for some position in business, or for some institution of learning. His nominal position seems to warrant his trying to pass it, and his inability to do so mortifies himself and friends, and reflects discredit on his school and teachers. It is altogether a mistaken kindness that tries to spare the feelings of those who are inadequate to their position, by allowing them to remain in it. It is like putting a half-grown, undeveloped boy to do the work of a man, and expecting him to keep up with those in the full growth and muscle of manhood.

To give any one the proper position to work in is a matter of necessity if the work is to be done; true kindness is to find this place for him, not to flatter him by keeping him in a position too difficult for his powers. Such changes, therefore, should be looked upon as growing out of the necessities of the case, and should be acquiesced in accordingly. We are happy to state that this has generally been the case, and that in many cases the system has been appreciated by the pupils themselves, who are working with new heart in their

present classes. Nothing will tend more to keep a school up to a high standard, than the certainty that no one be allowed to remain in a place to which he is not equal, or whose duties he will not fulfil. It is our determination to apply this principle in our management and classification, and we shall consider it equally kind and proper to *redetermine* the standing of the scholars by examinations at proper intervals, as to determine it in that manner at their entrance. We shall take care that it is not done abruptly or without sufficient warning. The examination marks in red ink will be a general indication of a pupil's standing, and a frequent low percentage will be a warning of the necessity of improvement in lessons or change of position.

#### EXTRA CHARGE FOR ABSENCE.

*From Report for 1873.*—Besides the minor examinations, a thorough one is held at the close of each half year to determine to what class each member of the school shall be assigned. Notices of these examinations are given one week in advance, and no excuse but illness will be accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.



The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to those scholars mentioned on page 10, who are doing only partial work, and who are understood to be members of the class for two years.

*From Report of 1872.*

THE WEEKLY REPORTS

Are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication. In them may be generally seen the results of study or negligence, and also of ability or the want of it in the different departments. They tell the truth silently but exactly; they cannot soften or exaggerate; they cannot withhold anything for fear of giving pain; nor forget to state what should be known. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in de-

portment shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to do. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

As this report will probably be read by some persons not acquainted with this institution, we would call their attention to two important particulars in which Chauncy Hall differs from the public schools.

1. A pupil does not pass, every six or twelve months, to the charge of a new teacher who instructs him in all the studies of that term; but he is here at once placed under the care of several teachers, from each of whom he receives instruction for several years in some particular department. This prevents the loss of time occasioned by the efforts of a new teacher every six months to ascertain the peculiarities of a class. Take Mathematics for example. A boy will be much more likely to be thoroughly prepared for the University or the Institute of Technology, who has been taught by one accomplished teacher from the beginning, than if he has been under the charge of eight or ten different instructors, no matter how able they may be.

2. This is the only school in Boston which admits pupils of all ages, and thus enables young boys and girls to receive the protection of their older brothers to and from school. That this circumstance is considered a great advantage, is shown by the fact that over twenty families have availed themselves of it during the past year.

*From Report of 1873.*

## INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the first class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematical studies are required for entrance there, and that all other things may be laid aside in the preparation.

## NATURAL HISTORY AND BOTANY.

The Studies of Natural History and Botany which the lamented Agassiz did so much to popularize and introduce into our schools, are now pursued in a regular and systematic manner at Chauncy Hall. The Fifth and Sixth Classes have a weekly lecture on Natural History, to which they are encouraged to bring specimens illustrative of the subject. Many of the boys show much interest and zeal in this subject and attend at extra hours to make dissections and preparations under the eye of the teacher. In Botany, too, many rare and curious plants are brought in, and at the proper seasons there is much emulation in bringing the leaves and blossoms of different kinds of plants and trees. The teacher who conducts this Department had the good fortune to attend the School of Natural History at Penikese, under Professor Agassiz.

## CHEMICAL DEPARTMENT.

On the lower floor of the new building a room is devoted to the purposes of a Laboratory in aid of the study of chemistry. This is an advantage that we



have always needed and without which that important study can be but imperfectly pursued. This Laboratory is arranged and fitted up in the most approved manner, and offers to students the advantages possessed by the most advanced institutions.

#### KINDERGARTEN.

We have always received little children in the Preparatory Department at the age when they were able to begin to learn to read ; but in September, 1874, for very young children of both sexes we opened a Kindergarten, from which in due course the pupils will be promoted to the Preparatory School. This new Department will commence that harmonious development of opening minds on which so much of the success of subsequent education depends. Some of the ablest educational authorities of Europe have formed what is commonly called the Kindergarten system of instruction, which takes the child when three or four years old and cultivates its faculties in the order of nature ; first by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c. ; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them ; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are usually learned in the nursery. The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually

been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they commence the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

Only fourteen are admitted.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either

from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. If these pupils really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the usual opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition, the young boy who "can't start" is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of our pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.



## RECITERS AND THINKERS.

Pupils are sometimes removed because they are obliged to learn so few rules and are required to make their own deductions from the truths brought to their notice.

In such cases we can only say that it is very easy to show a child a rule and tell him to work so many examples under it ; but such a proceeding is not *teaching* in the proper sense of the word.

Chauncy Hall does not aim to produce mere reciters in a school room, but it does make every endeavor to send out into life observant and thoughtful men and women, with a desire for culture, and a power of investigating for themselves instead of relying on a few text books.

## COURSE OF READING.

Former reports have spoken of the careful study of some of the best English authors, extending through several years, which is one of the marked features of Chauncy Hall ; but an auxiliary to this has been introduced to which only slight reference has been made, as we wished to give it full trial. It is the assignment of a limited course of out-of-school reading, of which oral or written abstracts are given in school every three weeks. Its influence has proved so salutary that no other innovation in the upper classes during the last five years has called out so many expressions of gratitude from the parents, or has elicited so many letters of inquiry from educators in different parts of the country.

Many a boy, whose intellect was so weakened by the rubbish which fills most of what are called "children's books" that he could not at first enjoy

even the Iliad, has become in a short time so interested that he would give three times the required study, until what was begun as a disagreeable task has become literally

“The Tale of Troy divine.”

Great thoroughness is demanded on the regular semi-weekly lessons in English literature (five a week in the extra class); and as many of the pupils are studying two languages, care is taken not to assign too much for this extra reading; but it is found that there is no trouble during the last four years if only a very short time is spent each day in taking up the following works, varying the order according to the average taste and culture of the class: Lives of Washington, Franklin, and some one other distinguished person; two novels each of Scott and Dickens; the Iliad; the Æneid; two volumes of travels; Pilgrim's Progress; the Roger de Coverly papers from the Spectator; two volumes of Prescott's Histories; Hiawatha; Goldsmith's Deserted Village, Traveller, and the Vicar of Wakefield; one of Cooper's novels; two of Macaulay's Essays and the first volume of his History of England; one epistle each of Pope's Essay and Cowper's Task; two volumes of Irving; selections from Bryant and Whittier; one canto of Childe Harold; three of Chaucer's Canterbury Tales; two cantos of the Faery Queen; one of Thompson's Seasons.

Where one volume of a work is given, or only part of one, it is in the hope that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

## TEACHERS OF BOTH SEXES.

Attention is called to the important fact that, above the Preparatory Department, every class recites to teachers of both sexes, and is also under their care out of recitation hours.

A boy needs daily advice and guidance from those of his own sex, while, on the other hand, whether his natural tastes are refined or coarse, he will inevitably be a better man for being, through the formative years of his life, partially under the influence of conscientious, cultivated women; and it is equally important for a girl to grow up under teachers of both sexes.

## LARGE SCHOOLS.

*Extract from circular of Nov., 1873.* In this connection we must notice the objection sometimes made to large schools. Occasionally a boy is withdrawn to have the advantage of "greater attention in a smaller school." Parents who do this are not aware that the great number of teachers in a thoroughly graded and carefully supervised school gives each pupil more hours of direct teaching and more time for extra explanation than can possibly be afforded by the arrangements of a small school with the ordinary diversity of classes. With every increase of our pupils there has been a still greater increase in the ratio of teachers to pupils. In the past fifteen years the increase of pupils has been forty-five per cent., while the increase of permanent teachers has been one hundred per cent. The assistants are all teachers of ability and experience, and parents are invited to visit the school often to see the kind of instruction which is given to their children.



## ORDER OF EXERCISES.

Soon after the opening of the school year each pupil is supplied with a printed Order of Exercises, telling him to a minute, the times of recitation, recesses, &c. A copy is also sent to each family for the use of the parents, not only that they may know what lessons should be studied on each evening, but also that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours.

## CLASS RANK.

Under the regulations about medals on the 8th page, it will be seen that care is taken not to excite improper emulation. For the same reason no use is made of class rank. There is no need of placing daily before the backward members of the class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar; nor is it for the physical or mental health of the half dozen brightest boys for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into "worry," and in course of time furnishes those sad examples where "knowledge comes but wisdom lingers." The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

## HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most

pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age.

We have also mentioned that there is no class rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made by Haskell & Son on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care it is well to bring written directions from an oculist.

There are fewer flights of stairs in the new building than in the old, and the room with the highest walls is at the top instead of in the centre, so that neither flight is lengthy.

**SUNSHINE.**—In most school-houses in town some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.--Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results of study in itself if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.



LUNCHEONS.—We have reserved for these closing lines the most serious matter connected with the health of our pupils. It will probably bring a smile to the faces of most readers to be told that the members of Chauncy Hall suffer more from want of nourishing food than from all other matters combined that come into the hours spent here. But careful observation shows that the statement is not exaggerated.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at an eating house; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to arrange for varied lessons, frequent change of position, softened light, proper attitude, and pure air, if health is constantly undermined by inattention to food.

# CHAUNCY-HALL SCHOOL CORPORATION.

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CONTAINING

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1877.

# CALENDAR FOR THE FIFTIETH YEAR.

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SEPT. 10 and 11,

Examination for Admission.

Pupils who cannot be present on these days may be examined later by making application.

SEPT. 12,

School opens.

OCT. 1,

Kindergarten opens.

NOV. 21,

Winter Quarter begins.

DEC. 25 to JAN. 1, inclusive,

Christmas Holidays.

FEB. 6,

Second Half-year begins.

APRIL 17,

Summer Quarter begins.

MAY 27 to JUNE 2, inclusive,

Spring Holidays.

JUNE 15,

Kindergarten closes.

JULY 4,

Summer Vacation begins.

---

## OTHER HOLIDAYS FOR 1877-8.

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the 17th of June—\*Class Day at Harvard—three days in October—Thanksgiving and the subsequent Day.

☞ The Principals of the School also reserve the right of granting such other Holidays—not exceeding five in number—as may seem to them advisable.

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\* In the summer quarter of the forty-ninth year, 1877, on account of the non-observance of Class Day at Harvard, the School will be in session on that day and vacation will begin July 3, instead of 4.

The graduation exercises of the First Class will be July 2.

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LETTERS about the School should be addressed to the Principals ; those in regard to the Corporation, to the Treasurer.

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## CORPORATION.

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### DIRECTORS :

GEORGE B. CHASE, *President.*  
 BENJ. W. GILBERT, *Treasurer.*  
 NATHANIEL J. BRADLEE.  
 WILLIAM H. LADD.  
 HERBERT B. CUSHING.

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## TEACHERS.

---

### PRINCIPALS :

THOMAS CUSHING,  
 LATIN, GREEK, WRITING, AND SPELLING.  
 WILLIAM H. LADD,  
 ENGLISH LITERATURE, COMPOSITION, AND ELOCUTION.  
 HERBERT B. CUSHING,  
 LATIN, GREEK, AND MILITARY DRILL.

---

MISS SUSAN D. NICKERSON,  
 PREPARATORY DEPARTMENT.

OLIVER F. BRYANT,  
 NATURAL PHILOSOPHY, GEOGRAPHY, GRAMMAR, HISTORY, AND BOOK-KEEPING.

J. B. TORRICELLI,  
FRENCH, ITALIAN, AND SPANISH.

\*MISS HARRIET L. LADD,  
ENGLISH LITERATURE, HISTORY, AND DRAWING.

BENJAMIN F. NUTTING,  
DRAWING.

MISS LUCY M. NEWHALL,  
COMPOSITION, GERMAN, AND HISTORY.

GENERAL HOBART MOORE,  
MILITARY DRILL.

EDWIN DEMERITTE,  
LATIN, GREEK, AND MILITARY DRILL.

JAMES B. TAYLOR,  
ENGLISH LITERATURE, ELOCUTION, AND LATIN.

DR. ERNEST W. CUSHING,  
CHEMISTRY AND PHYSIOLOGY.

MISS FANNY V. VIAUX,  
FRENCH CONVERSATION.

MISS LUCY GARLIN,  
VOCAL MUSIC.

MISS ALICE E. HOLDEN,  
MATHEMATICS, DEFINITIONS, AND DRAWING.

ARTHUR C. BOYDEN,  
MATHEMATICS AND NATURAL HISTORY.

MISS ALICE H. BALCH,  
KINDERGARTEN.

\* Absent through the year.



1874.



## CHAUNCY-HALL SCHOOL

WAS established, under its present name, in 1828, in Chauncy Place, by the late GIDEON F. THAYER, so well known to middle-aged and elderly Bostonians. The school, however, had previously existed for about ten years in Harvard Place, an enclosure of some size opening by narrow passages on Washington and School Streets. Prior to its removal, in addition to the education given in the regular day school, it had supplied a want of the times in what was called its Intermediate School, where boys from the neighboring Public Latin School, in School Street, received instruction in writing and various English branches, between the morning and afternoon sessions of their own school. Many of our citizens who attended the Latin School between 1820 and 1830 will remember the double duties and responsibilities thus incurred, and the hot haste with which they made the transit between the two schools, to their homes in the intermission, and back to their afternoon school at 2.30 or 3 o'clock, making a school day of at least eight hours.

Mr. Thayer was encouraged by his success to build a school-house in Chauncy Place far in advance of any thing then existing in finish, comfort, and commodiousness, and on a much more expensive scale than any private school-house in Boston, or in New-England, except the Round-Hill School at Northampton. Many physical comforts, till then unknown in schools, were introduced in this building, such as a hot-air furnace

in place of the old-fashioned cast-iron box stoves, windows that would lower from the top, the rudiments of ventilation, and comfortable desks and chairs, the latter being planned and manufactured especially for the purpose, such an article having never before been used for pupils in a school-room.

#### DIVISION OF LABOR IN INSTRUCTION.

The system of the division of labor in instruction was here first fully introduced. All the pupils for whom the Upper Department of the school was originally planned (120) sat in the large hall under the immediate direction of the Principal, while the departments of mathematics, languages, elocution, &c. were carried on in separate recitation rooms by teachers particularly qualified for their work, and having nothing to distract them from it. A great advantage has always thus been secured over schools, however small, composed of pupils of different ages, all of whom are to be taught, in all branches, by one teacher. A Preparatory Department for the younger pupils was established in a separate room at the same time and has ever since been maintained.

#### NEW STUDIES AND EXERCISES INTRODUCED.

The first school gymnasium in Boston was erected in the play-ground of the school prior to its removal, about the year 1826. Vocal music, as a general exercise, was successfully introduced about 1830, by Dr. Lowell Mason, the father of the present system of popular instruction in this branch. Chauncy Hall was the first not strictly military school to introduce Drill as a regular school exercise, in April, 1861.

Candidates have been regularly and successfully entered at Harvard and other colleges for over forty years, and about two hundred have received their preparation at the school. Within the last five years several young ladies have also been prepared for college, in the regular school classes. Boys have always received a thorough and liberal training for mercantile life, and the graduates may be found filling honorable places among merchants and men of business wherever American enterprise has penetrated. It is estimated that four thousand persons have received their education here.

#### MIGRATIONS OF THE SCHOOL.

Chauncy *Place*, originally equally central and quiet, impassable for vehicles, with lofty and spreading trees and bordering gardens, the beau ideal of a situation for a school-house, became Chauncy *Street*, and gradually one of the busiest centres of business in the city.

The demolition of the First Church under whose wing the school had so long nestled, made it necessary to abandon the locality it had occupied for forty years, and new quarters were prepared for it in the neighboring Essex Street. Here it remained comfortably and with increased numbers, till the fire in May, 1873, when the building with all its contents was destroyed. The school, however, was immediately regathered in a neighboring building; formerly the Essex-Street Church, awaiting the erection, by a corporation consisting largely of friends and former pupils of the school, of the present building in Boylston Street, which far surpasses either of the others in size, beauty, elaborate and successful warming and ventilating apparatus,



general commodiousness, and adaptation to its purpose. Its surroundings are of the most healthy and refining description, such as open squares, churches, and museums, and it cannot be crowded upon or cut off from sun and air. It has also joint use with the Institute of Technology of a large and well-fitted gymnasium and drill hall.

#### THE CURRICULUM.

The course of study has been gradually widened and extended, while the proportion of teachers has much exceeded the increase in the number of scholars and additional branches taught. The instruction and opportunities now given in the school, cover preparation of either sex for any college;\* of young ladies for the Harvard Examinations for women; of candidates for the Technological Institute or scientific schools; of young men for a business life in its widest sense, including the acquisitions and accomplishments of a cultivated gentleman; and the thorough general education of girls. A Kindergarten has been added to the new establishment, and the scope of the Preparatory Department for young children has been much enlarged, including the systematic teaching of free-hand Drawing and daily oral instruction and conversation in French. While the school has more male teachers than formerly, it has also several female teachers, avoiding what by many are considered extremes, if not errors, in our public schools, in some of which the teachers are exclusively men and in others almost exclusively women.

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\* Several young ladies have been fitted for Cornell and Boston Universities and Smith College.

## PERMANENCE OF THE SYSTEM.

One advantage that the school has always possessed, is an element of *permanence* in its system and teachers. Its founder and first principal was connected with it in its different situations for about forty years; his successor, the present senior principal, in different capacities, for an even longer period; the other principals, twenty and thirteen years respectively; while four of the teachers of departments average fifteen years each. Thus a consistent, though not unbending system and management may be looked for, while the means of keeping up with the latest views are not wanting, since the steadying influence of mature years operates by the side of new ideas and youthful enthusiasm.

THE DIFFERENT DEPARTMENTS,  
CLASSICAL,  
MERCANTILE,  
MILITARY,  
SCIENTIFIC,

Furnish a complete course of school education, beginning with the KINDERGARTEN and the PRIMARY SCHOOL, and continuing through the UPPER DEPARTMENTS, in preparation for—

THE UNIVERSITY,

THE INSTITUTE OF TECHNOLOGY,

THE COUNTING-ROOM.

The number of teachers is so large, the organization so complete, the supervision so thorough, that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most high schools tends to the neglect of the English studies for



the sake of the ancient classics ; but this evil is prevented at Chauncy Hall by having a corps of classical instructors so unusually large in proportion to the number of pupils that the teachers in the English Departments are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business.

Arrangements are also made for a course without home study for those whose health does not allow them to do the full work of the school. See page 18.

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### *SPECIAL STUDENTS*

Are admitted to any class for which they are qualified. See page 17.

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### A POST-GRADUATE COURSE

Is open to Graduates of High Schools and other persons of mature age. See pages 17 and 23.

# SOME OF THE SPECIAL ADVANTAGES OF THE SCHOOL.

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\* THE uniform success of its candidates at College and the Institute of Technology.

The attention to good manners and business habits ; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and generous culture as is demanded for a high position in the mercantile community. See pages 42, 53.

The pains taken to keep parents informed of the time and result of each separate lesson. See page 44.

The abundant aid furnished to pupils who need extra assistance. See pages 51, 52.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See page 53.

The arrangement of study, particularly that of natural science, so as to develop the faculties in natural order, starting from observation.

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\* Out of over two hundred candidates presented for College only one has ever been rejected, and a large proportion have entered without conditions. The candidates for the Institute for several years past have had *no* condition.

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.

The courtesy shown by old members to new-comers.

Arrangements for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See page 56.

The retaining of the two great advantages of the best public schools, namely—

Thorough discipline ;

The mingling of a large number of pupils, which is so valuable in training a boy for his future duties as a citizen.

Freedom from the disadvantages of public schools :

In the few branches taken by each teacher. Page 8.

In having no semi-annual change of teachers. See page 45.

In an amount of personal attention impossible in any public school.

In making its own regulations so that it can meet the reasonable wants of individual cases without consulting any higher authority. See page 18.

In keeping a healthy moral sentiment, not only by the exclusion of boys of a bad character, but by privately dismissing any pupil whose moral influence seems objectionable, without the necessity of public investigation or proving any particular offence on his part.



## TERMS.

KINDERGARTEN, limited to fourteen pupils.  
\$75.00 from Oct. 1 to June 15, payable Dec. 1. See page 49.

### PREPARATORY SCHOOL.

\$50.00 a half year, payable Dec. 1 and April 1.

The first half year is from Sept. 12, 1877, to Feb. 6, 1878; the second from Feb. 6 to July 4, 1878.

### UPPER DEPARTMENTS.\*

\$180.00 a year for the English studies, payable quarterly, Oct. 11 and Dec. 20, 1877; March 7 and May 16, 1878.

\$8.00 a quarter for one language, and

6.00 " " " each additional language.

6.00 " " " special Drawing and Materials.

One modern language will be free to those regular students who study both Latin and Greek.

The use of all English Class-books, and Stationery of all sorts, furnished to pupils in the Upper Department for two dollars per quarter; in the Preparatory School, two dollars per half year.

When there are two or more pupils from one family *through the entire year*, a deduction of thirty dollars will be made on the fourth quarterly bill of each year for each member of the Upper Department.

☞ A pupil commencing a quarter (in the Preparatory Department a half year) is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter or half year.

☞ No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours, an extra charge will be made*, according to the time occupied, except under the circumstances mentioned on pages 36, 51.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year; and no deduction will be allowed on the summer quarter if they leave school before its close.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything about these private arrangements.

A fee of two dollars in advance will be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 48.

Pupils are received at any time, if there are vacancies, the charge after the first two weeks of the school year commencing from the week of entrance; but if extra teaching is necessary to make up lessons which the class have previously been over, the charge will begin from the first week of the quarter.

One quarter's notice of intention to withdraw a pupil is respectfully solicited.

---

### SPECIAL STUDENTS.

Terms by the quarter, *invariably in advance*, for instruction in class hours only. Deportment must be faultless.

Spelling, Botany, and Natural History, \$5 each; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, Book-keeping, English Grammar and Punctuation (counted together), Composition once a week, Natural Philosophy, Drawing four times a week, Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Chemistry, with Laboratory practice, \$20; Shakespeare and General Literature, five lessons per week, \$25; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$20, two, \$30; Latin or Greek, daily, \$30, both, \$50; one ancient and one modern language, \$40. When the bill of a Special Student is over \$60 a deduction of 10 per cent. is made.

No regular pupil who falls behind his class on account of idleness, will be received as a Special Student in more than four branches.

---

### FOR POST-GRADUATE STUDENTS

The terms are the same as for Special Students, except that persons, who pass an examination such as is required to graduate from the first class of Chauncy Hall, will not be charged more than the regular rates for the undergraduate departments, no matter how many studies they take.

BOARD.—The cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but a person willing to live economically need not spend more

than six or eight dollars a week. Arrangements are made at the restaurant connected with the Institute of Technology, so that members of Chauncy-Hall School can have good board there for three dollars and fifty cents a week; and comfortable rooms can be found for two and a half dollars and upwards.

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### PRIVATE INSTRUCTION

Can generally be obtained from teachers of the above branches. Their fees are from twenty-five to fifty dollars for a course of twenty lessons, or by the year according to agreement.

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### LITTLE OR NO HOME STUDY

Is a wise request often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

They form wretched habits if allowed to do poor work in all the different studies to which the robust majority of the class are able to attend. If they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need; and the large number of families that have already availed themselves of the arrangement show that it is supplying a long needed want. It is known in school as the "two-years' course," and is managed as follows:

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thor-



oughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of every class in school.

This course is also earnestly recommended for young pupils who are giving UNUSUAL ATTENTION TO LANGUAGES, and for those of any class who require much HOME TIME FOR MUSICAL INSTRUCTION.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 13, 17.)

The two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work. But they are not sufficient for the large majority of students who wish to finish their school education by the time they are eighteen or nineteen years of age, and who therefore take one of the following

## FULL REGULAR COURSES.

Many years of careful observation prove them to be adapted to any pupil who possesses ordinary ability and good health.

Daily out-of-school study is required.

The arrangement is designed so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

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### GENERAL EXERCISES.

Written Spelling Lessons every day.

Writing in copy books.

Declamation every third week.

Composition by all the classes except the Sixth—Oct. 1, 22, Nov. 12, Dec. 3, 24, Jan. 21, Feb. 18, March 11, April 1, 22, May 13, June 10.

Abstracts of Authors, by the First, Second, and Third Classes, Oct. 8, 29, Nov. 19, Dec. 10, Jan. 7, 28, Feb. 1, 25, March 18, April 8, 29, May 20, June 17.

Vocal Music.

Military Drill three times a week.

Short Lectures on Physiology and Hygiene twice a week.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Hall's Geography;  
 Oral Lessons in Grammar;  
 Greenleaf's Written Arithmetic;  
 Reading and Defining in Edward's  
 Reader;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing;  
 Stories from Mythology and Poetry.

## FIFTH CLASS.

Hall's Geography;  
 Oral History of the United States;  
 Grammar;  
 Written Arithmetic through Simple  
 Interest;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FOURTH CLASS.

Hall's Geography and Map Questions;  
 Grammar;  
 Geometrical Problems;  
 Business Arithmetic, finished.  
 Reading in School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing.

## THIRD CLASS.

Physical Geography;  
 Grammar;  
 History of England;  
 Greenleaf's Common School  
 Arithmetic;  
 Practical Exercises in Geometry;  
 Algebra, through Division of  
 Polynomials;  
 Drawing;

Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome and Greece;  
 Constitution of the U. S.;  
 Natural Philosophy;  
 Wilson's Punctuation;  
 Arithmetic;  
 Ray's Higher Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece and Ancient Geo-  
 graphy;  
 Fay's Modern Geography;  
 Defining;  
 Arithmetic;  
 Ray's Higher Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;  
 English Authors;  
 Botany;  
 Modern Revolutions.

## EXTRA CLASS.

History of France;  
 Freeman's General History;  
 Tyndal's Forms of Water;  
 Defining;  
 Higher Algebra;  
 Geometry;  
 Davies's Surveying, with Field Prac-  
 tice;  
 Shakespeare;  
 English Authors;  
 Agassiz's Methods of Study.

## CLASSICAL DEPARTMENT.

## SIXTH CLASS.

Harkness's Latin Grammar ;  
 " " Reader, begun.

## FIFTH CLASS.

Harkness's Latin Grammar and  
 Latin Reader ;  
 Harkness's Latin Prose Composition ;  
 Principia Latina, Part II. ;  
 Phædrus, Justin, Nepos, Latin School  
 Series.

## FOURTH CLASS.

Latin Grammar and Composition ;  
 Cæsar's Commentaries ;  
 Sallust's Catiline ;  
 Goodwin's Greek Grammar and  
 White's First Lessons in Greek.

## THIRD CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Ovid, 4000 lines ;  
 Xenophon's Anabasis, begun.

## SECOND CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Virgil's Æneid, six books ;  
 Curtius ;  
 Xenophon's Anabasis ;  
 Herodotus.

## FIRST CLASS.

Latin and Greek Grammar and Com-  
 position ;  
 Cicero's Select Orations ;  
 Cicero's De Senectute ;  
 Bucolics of Virgil ;  
 Herodotus ;  
 Homer's Iliad.

## TIMES FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. This time may be shortened by one or two years, when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the commencement of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February, should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.



## MODERN LANGUAGES.

## FRENCH CLASSES.

Otto's French Grammar, by Bocher ;  
 Bocher's French Reader ;  
 Chardenal's Exercises ;  
 Fables d'Æsop ;  
 Selections from the Classics, &c. ;  
 Taine's Notes on England ;  
 " " " Italy ;  
 Ancient and Modern French Plays.

## ITALIAN CLASSES.

Toscani's Italian Grammar ;  
 Green's Method ;  
 Pellico's Works ;  
 Manzoni's Works ;  
 Dall'Ongoro's Works ;  
 Selections from the Classics.

## SPANISH CLASSES.

Jose's Spanish Grammar ;  
 Ahn's Method ;  
 Fernan Caballero's Works ;  
 Trueba's Works ;  
 Selections from Old Writers ;  
 Ancient and Modern Plays.

## GERMAN CLASSES.

During the first half year most of  
 the instruction is oral.  
 Der Leitfaden, von Heness.  
 Stories by Zschokke and others ;  
 Schiller's and Goethe's Dramas ;  
 Deutsche Sprachlehre, von  
 Heinsius.

☞ Classes in French are usually formed in February and September ; in Spanish and German whenever four pupils desire to commence, or as many as will meet the expense of instruction.

## PUBLIC LIBRARY.

By special vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege will be of great advantage to students of literary or scientific tastes, as the library now contains over 300,000 volumes ; and its reading-room is supplied with all the good literary and scientific periodicals of Europe and America. No school in the United States, of similar standing, offers its members such advantages for reading as are put at the disposal of the upper classes of Chauncy Hall, by the Trustees of the Public Library.

## POST-GRADUATE COURSE,

For GRADUATES of HIGH SCHOOLS who are not able to take a four years' course of higher education, but who would like a year of broader study than is offered by the curriculum of any preparatory school.

There are also ladies and gentlemen *not* fresh from school, but fond of certain studies which they have not had the opportunity of fully pursuing, who would like the guidance and help of instructors and the stimulus of companionship.

### THE LITERARY COURSE

will be conducted with especial regard to general knowledge and the information demanded by society.

Much of the work proposed corresponds with that of the first and second years at College.

IN ENGLISH LITERATURE the basis of a solid year's reading will be furnished in the study of portions of the works of

The leading poets from Chaucer to Tennyson ;  
The most eminent prose writers ;  
Translations of Homer and Virgil.

IN HISTORY the aim will be to enable the student to follow understandingly the history of the present century, not only by directing his reading to those sources which will give a knowledge of the causes of political movements, but by supplying, through conversations and lectures, such information as is not easily accessible.

Vocal practice in Elocution, essays, abstracts of books read, and discussions on literary and historical subjects, will accompany the studies of this department.

### SCIENTIFIC COURSE.

CHEMISTRY. The well-furnished laboratory of the School, with the apparatus and preparation obtained in Vienna by Dr. E. W. Cushing, who will have charge of the instruction, affords special facility for study and practice.

*Higher Algebra. Solid and Spherical Geometry. Trigonometry. Geology and Mineralogy, with excursion study. Botany. Natural Philosophy, with apparatus and experiments.*

Appropriate selections from the two courses will be allowed.

## LANGUAGES.

LANGUAGES will not be included strictly in either course, but, as in the regular school course, will be extra, though open to all and carefully provided for. Latin authors, such as Livy, Cicero, and Horace, will be studied. Latin prose reading at sight will be practised with an instructor. French and German authors will be read with an instructor.

Those not capable of joining the advanced classes in languages will have an opportunity of joining those in the undergraduate department.

## DRAWING.

Special facilities for advanced drawing will be provided under the charge of Mr. B. F. Nutting.

DIPLOMAS will be given to those who pass the examinations in either course.

The equivalent of a Normal-School education may thus be obtained by those proposing to become Teachers, with the great additional advantage of witnessing all the processes in the various departments of a large school, as carried on by experienced teachers.

## SPECIAL STUDENTS.

Any lady or gentleman desiring may attend the lectures, readings, and recitations, without liability to questioning or examination, on payment of the regular terms, either for a full course or separate studies.

Application before Sept. 1st will facilitate arrangements for next autumn.



## KINDERGARTEN.

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### TEACHER.

MISS ALICE H. BALCH.

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### PUPILS.

Names.		Residences.
Edith Batcheller,	. . .	Hotel Berkeley.
Alice Byrnes,	. . .	Chandler St.
Frank Doliber,	. . .	St. James Ave.
Mary Guild,	. . .	Columbus Ave.
Mary L. Jackson,	. . .	Hotel Berkeley.
Jessie McDougall,	. . .	Tremont St.
May Pratt,	. . .	Commonwealth Av.
Sarah Washburn,	. . .	} Newbury St.
Paul Washburn,	. . .	

## PREPARATORY DEPARTMENT.

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### EXERCISES.

Oral Lessons in French;  
 Oral Lessons in Botany;  
 Reading;  
 Singing;  
 Spelling;  
 Swinton's Word Book;  
 Colburn's First Lessons;

Hagar's Primary Arithmetic;  
 Hagar's Elementary Arithmetic;  
 Mrs. Hall's Primary Geography;  
 Drawing;  
 Penmanship;  
 Recitations of Poetry.

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### TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS FANNY V. VIAUX,  
*French.*

MISS LUCY GARLIN,  
*Singing.*

There is also a special Teacher of Drawing.

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### PUPILS.

Names.	Residences.
Maud L. Alden, . . .	Boylston St.
Ripley O. Anthony, . . .	Mt. Vernon St.
Rufus H. Atwood, . . .	Columbus Ave.
Francis W. Bacon, . . .	BEDFORD.
John W. Baker, . . .	Columbus Ave.
John G. Bartleman, . . .	CHARLESTOWN.
Francis Bardwell, . . .	Beacon St.
Frederic Blake, . . .	Washington St.
Henry G. Bradlee, . . .	Beacon St.

Henry C. Brewer, . . .	JAMAICA PLAIN.
Edith Byrnes, . . .	} Chandler St.
Agnes Byrnes, . . .	
Otto G. Chenoweth, . . .	Columbus Ave.
Florence DeMeritte, . . .	HYDE PARK.
William W. Estabrook, . . .	Rutland Square.
Dexter F. Follett, . . .	Boylston St.
George J. Fiske, . . .	} Clarendon St.
Esther L. Fiske, . . .	
Frederic T. Isburgh, . . .	MELROSE.
Martha J. Johnston, . . .	Upton St.
Garode F. Joyce, . . .	Bowdoin St.
Harold B. Roberts, . . .	Springfield St.
William B. Richardson, . . .	Tremont St.
Eva M. Stevens, . . .	St. James Ave.
Zenas Sears, Jr., . . .	West Chester Sq.
Kenneth M. Taylor, . . .	“ “ “
James W. G. Walker, . . .	Brimmer St.
Guy W. Walker, . . .	Rutland Square.
Arthur G. Wood, . . .	“ “



## UPPER DEPARTMENT.

**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature, Composition, and Elocution.

HERBERT B. CUSHING,  
Latin, Greek, and Military Drill.

OLIVER F. BRYANT,  
Natural Philosophy, Geography, Grammar, History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, Spanish, and German.

\*MISS HARRIET L. LADD,  
English Literature, History, and Drawing.

BENJAMIN F. NUTTING,  
Drawing.

MISS LUCY M. NEWHALL,  
Composition, German, and History.

GEN. HOBART MOORE,  
Military Drill.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

ARTHUR C. BOYDEN,  
Mathematics and Natural History.

JAMES B. TAYLOR,  
Elocution and Latin.

ERNEST W. CUSHING,  
Chemistry and Physiology.

MISS LUCY GARLIN,  
Vocal Music.

MISS ALICE E. HOLDEN,  
Mathematics, Definitions, and Drawing.

\* Absent through the year.

## PUPILS.

Names.	Residences.
Prescott Adamson (of Phila.),	BROOKLINE.
Mackenzie Lyle Alley, . . .	BOSTON HIGHL'DS.
Alfred K. von Arnim, . . .	LONGWOOD.
Herbert Austin, . . . . .	} Arlington St.
Walter Austin, . . . . .	
Charles H. Ayers, . . . . .	MAPLEWOOD.
Francis E. Bacon, Jr., . . . . .	Beacon St.
Wallace B. Baker, . . . . .	Columbus Ave.
Arthur D. Ball, . . . . .	Newbury St.
Willard D. Barrett, . . . . .	MALDEN.
Thomas J. Barry, . . . . .	S. BOSTON.
Robert Batcheller, . . . . .	} Berkeley St.
Alfred Batcheller, . . . . .	
Joseph H. Beale, Jr., . . . . .	DORCHESTER.
William H. Beals, . . . . .	SOMERVILLE.
Grenville S. Bell, . . . . .	CHELSEA.
Henry D. Bennett, . . . . .	} BROOKLINE.
Stephen H. Bennett, . . . . .	
George B. Billings, . . . . .	Hancock St.
Alice S. Blackwell, . . . . .	DORCHESTER.
Charles McG. Biddle, . . . . .	LYNN.
John B. Blake, . . . . .	Washington St.
Rodolphus F. Bliss, . . . . .	ATTLEBOROUGH.
John R. Bradlee, . . . . .	} Beacon St.
Arthur T. Bradlee, . . . . .	
Edward W. Brewer, . . . . .	JAMAICA PLAIN.
William D. Brewer, Jr., . . . . .	Columbus Ave.
Edward F. Brigham, . . . . .	GRANTVILLE.
T. Quincy Browne, . . . . .	Beacon St.
Edward F. Bryant, . . . . .	} WOBURN.
Oliver C. Bryant, . . . . .	
Walter N. Buffum, . . . . .	Hotel Pelham.
Mary E. Butler, . . . . .	CHARLESTOWN.
John Chandler, . . . . .	Marlboro' St.

James E. Chapman, . . .	CANTON.
Stephen Chase, . . .	Beacon St.
David O. Clark, . . .	} Worcester St.
Arthur T. Clark, . . .	
George Kuhn Clarke, . . .	NEEDHAM.
Henry M. Clarke, . . .	Berkeley St.
J. Randolph Coolidge, Jr., . . .	} Beacon St.
John Gardner Coolidge, . . .	
Pauline Cochrane, . . .	} MALDEN.
James Eugene Cochrane, . . .	
William B. Crocker, . . .	Chester Park.
Robert N. Cutler, . . .	Marlboro' St.
*Edwin S. Cummings, . . .	CAMBRIDGPORT.
Harrie L. Davenport, . . .	MILTON.
James V. Davis, . . .	ROXBURY.
Stanton Day, . . .	Hanson St.
William S. Doak, . . .	LYNN.
Charles C. Doe, . . .	Columbus Ave.
Edwin T. Doubleday, . . .	CHARLESTOWN.
George L. Deblois, Jr., . . .	Marlboro' St.
Danforth R. Dunn, . . .	Bulfinch Place.
Francis S. Eaton, . . .	Louisburg Sq.
Charles M. Evans, . . .	} HYDE PARK.
Martha S. Evans, . . .	
Francis F. Emery, Jr., . . .	Union Park.
Frederic W. Farwell, . . .	Mt. Vernon St.
Parker B. Field, . . .	DORCHESTER.
William B. Fiske, . . .	CAMBRIDGEPORT.
Elisha Flagg, . . .	Boylston St.
C. Cuyler Gill, . . .	} Columbus Ave.
Mariquita S. Gill, . . .	
Curtis Guild, Jr., . . .	} Mt. Vernon St.
Courtenay Guild, . . .	
Silas A. Gurney, . . .	Revere House.
Flora M. Harding, . . .	DORCHESTER.
Charles A. Harrington, . . .	BROOKLINE.
George E. Hicks, Jr., . . .	LYNN.
Francis M. Haynes, } . . .	Townsend St.
Alonzo J. Haynes, }	

\* Died, 1877.



Warren M. Hill, . . .	BROOKLINE.
Aubrey Hilliard, . . .	W. Newton St.
Lemuel Hitchcock (of Marlboro),	Dartmouth St.
Percival S. Howe, . . .	BROOKLINE.
Mary A. Hunting, . . .	Chandler St.
Susan E. Hunt, . . .	} Dartmouth St.
Nettie Hunt, . . .	
Henry M. Hunt, . . .	} DORCHESTER.
Arthur P. Hunt, . . .	
Alfred S. Ingalls, . . .	
Frank H. Ivers, . . .	LYNN.
James W. Johnson, . . .	N. CAMBRIDGE.
Samuel Johnston (of California),	ALLSTON.
Henry F. Jordan, . . .	Upton St.
Chokichi Kikkawa (of Japan),	Columbus Ave.
Arthur W. Kilburn, . . .	W. Canton St.
H. M. S. Kilgour, . . .	W. MEDWAY.
Mary S. Law, . . .	Westminster St.
Herbert M. Leland, . . .	Tremont St.
Louise E. Lewin, . . .	MILTON.
Weston K. Lewis, . . .	Worcester St.
Lizzie E. Little, . . .	Chandler St.
A. De Witt Lyon, . . .	W. Chester Park.
Fred. N. March, . . .	WATERTOWN.
Andrew S. March, Jr., . . .	NEWTON.
M. Sylvester Marshall, . . .	Poplar St.
Robert W. Matthews, . . .	Revere St.
John E. Maynard, . . .	CHARLESTOWN.
Clara McDougall, . . .	} Tremont St.
Marion McDougall, . . .	
George B. McLellan, . . .	} Shawmut Ave.
Charles M. S. McLellan, . . .	
James Means, . . .	Hancock St.
William H. Mills, . . .	Beacon St.
N. Tyler Morse, . . .	BEVERLY.
Nabukata Nambu (of Japan), .	DORCHESTER.
Arthur I. Nash, . . .	Union Park.
Franklin E. Parker, . . .	Columbus Ave.
McLaurin J. Pickering, . . .	CAMBRIDGEPORT.

Francis A. Pierce, . . . .	Rutland St.
Clarence H. Poor, . . . .	} Tremont St.
Robert C. Poor, . . . .	
John S. Poyen, Jr. (of Merrimac),	CHARLESTOWN.
William L. Puffer, . . . .	} BOSTON HIGHL'DS.
Mary P. Puffer, . . . .	
Frederic E. Puffer, . . . .	
George J. Putnam, . . . .	Beacon St.
Ernest Putnam (of Wilton, N. H.),	NEWTONVILLE.
Charles S. Raddin, . . . .	W. LYNN.
Grace C. B. Roberts, . . . .	E. Springfield St.
Odin B. Roberts, . . . .	W. Springfield St.
Alfred G. Rolfe, . . . .	AYER.
Charles H. Rollins, . . . .	Washington St.
Frederic G. Ross, . . . .	IPSWICH.
Harry L. Sankey, . . . .	Hotel Brunswick.
Ingleton Schenck, . . . .	Townsend St.
Alonzo Sherman, . . . .	NEWTON.
Edwin B. Silliman, . . . .	MALDEN.
Henry C. Smith, . . . .	Myrtle St.
Alfred E. Smith, . . . .	SOMERVILLE.
Frances J. Smith, . . . .	BOSTON HIGHL'DS.
Dan Lewis Smith, . . . .	DORCHESTER.
Robert Keith Snow, . . . .	} Newbury St.
Daniel K. Snow, . . . .	
Henry Souther, . . . .	LYNN.
† Frederic W. Stanton, . . . .	Hotel Berkeley.
Willie E. Stackpole, . . . .	S. BOSTON.
Warren L. Stevens, . . . .	St. James Ave.
John T. Taylor, . . . .	Chester Square.
Edward K. Thayer, . . . .	Rutland Square.
Mary Tillinghast, . . . .	NEWTON HIGHL'DS
Joseph W. Tomson (of Phila.),	HYDE PARK.
Henry H. Turner, . . . .	MALDEN.
George J. Vickery, . . . .	W. Canton St.
G. Henry Wait, . . . .	S. BOSTON.
Joseph H. Walker, . . . .	CAMBRIDGE.
Fred. Waterman, . . . .	CHARLESTOWN.
Joseph W. Wattles, Jr., . . . .	CANTON.

A. G. Weeks, Jr., . . .	Newbury St.
George W. Welch (of Hyannis),	Columbus Ave.
Benjamin W. Wells, . . .	Newbury St.
Winthrop Wetherbee, . . .	Temple St.
† Charles W. White, Jr., . . .	BOSTON HIGHL'DS.
Joseph F. White, . . .	Commonwealth Av.
Frederic A. Whitney, . . .	WATERTOWN.
Charles H. Wilson, . . .	CHARLESTOWN.
Edward N. Wilmarth, . . .	JAMAICA PLAIN.
Roland F. Winslow, . . .	" "
Winthrop C. Winslow, . . .	Rutland St.
George S. Wright, . . .	ACTON.
Frederic M. Wood, . . .	Rutland Square.
Lewis A. Wood, . . .	ROXBURY.
Herbert Woods, . . .	Union Park.

† Specials during summer term.

## SPECIAL AND POST-GRADUATE STUDENTS.

- 
- FRANK BALLARD, Marblehead,  
*Latin, French, and Chemistry.*
- HERBERT EVERETT, Norwood,  
*Arithmetic and Book-Keeping.*
- WILLIAM FISCHER, N. Cambridge,  
*Arithmetic and Book-Keeping.*
- FRANK H. GRIMES, Washington Street,  
*Latin.*
- GENA R. HARDING, Dorchester,  
*Latin.*
- M. BLANCHE JEWELL (of Exeter, N. H.), Bulfinch St.,  
*Latin and Geometry.*
- EMILY J. LADD, Lynn,  
*English Literature, French, and German.*
- GEORGE TALBOT, Norwood,  
*Latin.*
- FRED. W. STANTON, Hotel Berkeley,  
*Arithmetic and German.*
- CHARLES W. WHITE, JR., Boston Highlands,  
*Latin, French, and Natural Philosophy.*
- JOHN H. WHEATER, So. Boston,  
*Arithmetic, Book-Keeping, and Drawing.*
- LUCY WHEELLOCK (of Cambridge, Vt.),  
*Latin, French, German, and English Literature.*



## REGULATIONS, ETC.

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NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.*

VISITORS.—Parents and guardians are the only persons for whom a student is allowed to leave a recitation; but messages brought by an authorized person will be delivered to the student by the Principals.

EXAMINATIONS.—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in such exercise at least one day in advance, so that he can be present during the whole of the examination.

CERTIFICATES OF PROMOTION in the English and Classical Departments below the first class are given at the close of the school year in July, only to those students who pass a satisfactory examination in every study pursued by their class; and no pupil who has more than one condition not made up by September will be allowed to join a higher class.

For the encouragement of pupils whose industry and health enable them to do the necessary work, promotions are also allowed at any time of year, on satisfactory examinations.

For *military* promotions, see page 59.

DIPLOMAS are given to graduates of the first and extra classes who pass satisfactory examinations in every study.

SINGING.—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without notes from home.

HOURS.—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Preparatory School have half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises begin at 8.45 o'clock. The Hall is open from 7½ to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements.

**AFTERNOON ASSISTANCE.**—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted. See page 51.

**REPORTS** of studies, conduct, &c., are furnished weekly (in the Preparatory School monthly), *to be returned, endorsed by the parent or guardian, on the day after they are given to the pupil.*

**ABSENCE.**—*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

**WITHDRAWAL.**—When a pupil is withdrawn from school either temporarily or permanently, a **WRITTEN** statement to that effect, from the parent or guardian, should be sent.

**MILITARY DRILL.**—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company.

**DETENTIONS.**—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may make such arrangement for his dinner as they deem most advisable.
- (c) If they do not exceed four in number during a week, they can be put over to Friday afternoon or Saturday morning.

Parents can make any one of the above arrangements by seeing one of the Principals or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. But those exercises that come at long intervals, like *Composition*, *Abstract of Authors*, and *Declamation*, must be settled, so far as is convenient for the teachers, *on the day when they fall due*. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due, and also to see that they are completed in season; but in mathematics, no home aid should be given.

OMISSION OF SPELLING.—A student pursuing two extra languages, one of which is Latin or Greek, who does not miss a word in spelling lessons or in composition for ten consecutive weeks, may be excused from spelling for the remainder of the school year. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

Any such privilege will be at once revoked if careless spelling appears in the written exercises.

SKETCHES OF THE WORK OF THE SCHOOL,  
AND OF ITS  
GENERAL MANAGEMENT.

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VISITORS

ARE welcomed at any hour, provided they will remain through the recitation; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30.

ORDER OF EXERCISES.

Soon after the opening of the school year a printed Order of Exercises, telling, to a minute, the times of recitation, recesses, &c., is sent to each family for the use of the parents, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours merely on business.

LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given twice a week from September to May. The subjects have been presented in simple language, free from technicalities and with all necessary means of illustration, and have excited much interest



among the pupils. No book has been used nor study required, but questions are asked on the previous lectures. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

The last four lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

During the summer quarter the time previously occupied by these lectures is used for conversation on European politics, with special reference to the Eastern War.

#### NATURAL HISTORY AND BOTANY.

Weekly exercises in Natural History are held with the Fifth and Sixth Classes. The work consists of drawing from the objects, the study of the structure and the habits of animals, and the method of collecting and preserving specimens; *the lessons are taken from the objects themselves*, a large microscope being in constant use. The pupils are enthusiastic in the work, many of them having begun collections under the direction of the teacher of the department.

Botany is pursued regularly, beginning in the Preparatory Department and continuing in the Fourth and First Classes of the Upper Department. In the first part of the course the exercises are general in character, varying with the season, the pupils supplying to a large extent the specimens used. With the First Class the work is more in detail, a considerable portion of the time being spent in the analysis and classification of the plants of this locality.

*From Report for 1864.*—The school receives children at the very commencement of their education, and in the course of ten or twelve years gives them a thorough English education as a foundation, adding such accomplishments and additional studies as the particular line of life selected for the individual may render desirable or necessary. Many pupils thus receive their entire education at the school, commencing their alphabet in the Preparatory Department, and being transferred in due time to the Upper Department where they remain till they enter college or the counting-room.\* Others are received at various stages of their progress, joining such classes as their acquisitions will allow.

#### THOROUGH WORK FROM HEALTHY CHILDREN.

All the appliances and means of imparting a thorough education are brought to bear upon the pupils, and their acquisitions will be in proportion to their *abilities, exertions, health, regularity of attendance* and the *interest and coöperation* of their parents. *All these elements are necessary to produce superior scholarship,* and as they are not very frequently combined in one person, such a result must be comparatively rare; while respectable attainments, with excellence in one or more studies, are within the reach of the majority. To promise more than this as the result of any system, arises either from inexperience or dishonesty. The school has discovered no royal road to learning. Though a private institution, it does not dispense with the labor, order and discipline that are found necessary in public ones. It is not intended as a refuge for laziness and

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\* 1875. The Kindergarten now admits pupils between three and a half and seven years of age, and lays an admirable foundation for the Preparatory Department.

imbecility, and desires no scholars who are not expected to comply with its requisitions and obey its laws. It looks for no improvement that is to come to the student in some mysterious way, merely by having his name on its lists and occupying seats at its recitations. It does not expect that pupils who are irregular in attendance, from whatever cause, can make the same progress as those who are always present; nor does it look upon a note of excuse as equivalent to a well prepared lesson. It is, emphatically, a *working* school, and no progress is promised to those who do not *work*. With these views, lessons are set daily of such length and difficulty as experience has shown can be mastered in a reasonable time by the average intellect.

#### CARELESS CHILDREN.

Boys sometimes enter the school, who, for various reasons, such as a naturally careless disposition, or want of previous training, cannot, even with the best intentions, undertake at once or even for a year, the full work of the average scholar, and fall into regular and careful habits. If too much is required of them at first, they are apt to become irritable and discouraged. Such boys can usually be eventually led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is vigorously insisted upon. They gradually find that they can do something as well as other boys, and are encouraged to persevere and do more. A boy of this description can often obtain a good education by remaining at school a year or two longer than the usual time, and will be able to begin a business life with a good knowledge of some things and a general improvement in habits which will be of incalculable advantage.



For such boys the course is recommended which is described on page 18.

#### HABITS AND MANNERS.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils—most important parts of education. Moral instruction is not imparted by set lessons or lengthy lectures; but by appropriate comments on passing events, whether of school or of other conditions of life, by the private hint to arrest the first steps in wrong doing, by forming and maintaining a healthy public opinion that shall frown down meanness, vulgarity, and dishonesty; and finally by making a broad distinction between those worthy of trust and confidence, and those who are not. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy. When these principles cannot be depended on, a strict surveillance is exercised, and the avenues and openings to temptation are, as far as possible, closed, while a prompt and sure reckoning awaits the transgressor.

Gentlemanly manners are required in all school intercourse. The forms and observances of respect shown from the young to their elders in the days of our fathers, though unwisely relaxed in some families and schools, will always be maintained at Chauncy Hall. Manners are one of the safeguards of society, and, next to principles, must be insisted upon by all who have its interest at heart.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and re-



quisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are expected to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.

## DISCIPLINE.

*From Report for 1867.*—The discipline of a large school is necessarily strict, if it is to deserve the name of a school ; but it may be strict without being harsh, and requires nothing from any pupil that an enlightened regard *for his own interest* as well as for the welfare of others, does not prescribe. Good conduct in school is nothing but what good morals and good manners require, and we wish no pupils to enter Chauncy Hall who desire to lay these aside, or who are unwilling to receive our idea of them, if they are ignorant themselves, and to abide by our judgment while under our charge.

*From Report for 1872.*

## THE WEEKLY REPORTS

Are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication with parents. In them may be generally seen the results of study or negligence, and also of ability or the want of it in the different departments. They tell the truth silently but exactly ; they cannot soften or exaggerate ; they cannot withhold anything for fear of giving pain ; nor forget to state what should be known. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads ; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in department shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us

to do. If the general drift and tendency of their communications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

As this report will probably be read by some persons not acquainted with this institution, we would call their attention to an important particular in which Chauncy Hall differs from the public schools.

A pupil does not pass, every six or twelve months, to the charge of a new teacher who instructs him in all the studies of that term; but he is here at once placed under the care of several teachers, from each of whom he receives instruction for several years in some particular department. This prevents the loss of time occasioned by the efforts of a new teacher every six months to ascertain the peculiarities of a class. Take Mathematics for example. A boy will be much more likely to be thoroughly prepared for the University or the Institute of Technology, who has been taught by one accomplished teacher from the beginning, than if he has been under the charge of eight or ten different instructors, no matter how able they may be.

#### WRITTEN EXAMINATIONS.

*From Report for 1872.*—As a means of ascertaining a pupil's real knowledge and standing in the mathematical department, very frequent written examinations are held, involving great labor to the teacher. These are necessary to prevent that living on borrowed capital or by underhand measures, to which there is so much temptation. It is of little use for a boy to get his problems done by a kind but injudicious sister, or



to borrow them from a classmate, if a written examination is going to expose his real mental condition and go far toward deciding his standing. Similar examinations are also held in the other departments as often as is thought necessary; the result in all cases is indicated by a mark in *red ink*, 100 being the maximum.

The attention of parents is particularly asked to these examination marks, as by them, even more than by the *daily* marks, a pupil's real and available knowledge of a subject is indicated. We often call attention to them when particularly low; but whether we do or not, they should receive constant and particular notice. By them, better than by asking or writing, parents may judge if their son is doing as well as health will allow, and can see the likelihood of his maintaining his place in his class at the end of each half year.

We consider that this system of examinations is likely to increase the working power and efficiency of the school in a great degree. It dispels the illusions of those who fondly but falsely flatter themselves that they are well informed upon a subject, when in reality they are not; it opens the eyes of the parents of youthful prodigies who have tried to persuade the home department that they can get along with little or no study; it shows the effects of absence, whether proceeding from necessary causes or not; finally, it sometimes shows in a quiet but conclusive way, that some scholars have not abilities equal to their position, and convinces them and their friends of the necessity of a change. From whichever of these reasons a change of class becomes necessary, the real good of the pupil is what is sought in making it; and it is only when caused by negligence, that it need be taken to heart. After a scholar has ceased really to go on understandingly with his class, to touch bottom as it



were, but is merely dragged on by it, he is not getting any good himself, and is so much dead weight upon the progress of others. He is simply wasting money, losing time, and learning a lesson in deception. Presently some trial of his knowledge arrives; an examination for a position in business, or for some institution of learning. His nominal position seems to warrant his trying to pass it, and his inability to do so mortifies himself and friends, and reflects discredit on his school and teachers. It is altogether a mistaken kindness that tries to spare the feelings of those who are inadequate to their position, by allowing them to remain in it. It is like putting a half-grown, undeveloped boy to do the work of a man, and expecting him to keep up with those in the full growth and muscle of manhood.

To give any one the proper position to work in is a matter of necessity if the work is to be done; true kindness is to find the place for him, not to flatter him by keeping him in a position too difficult for his powers. Such changes, therefore, should be looked upon as growing out of the necessities of the case, and should be acquiesced in accordingly. We are happy to state that this has generally been the case, and that in many cases the system has been appreciated by the pupils themselves, who are working with new heart in their present classes. Nothing will tend more to keep a school up to a high standard, than the certainty that no one will be allowed to remain in a place to which he is not equal, or whose duties he will not fulfil. It is our determination to apply this principle in our management and classification, and we shall consider it equally kind and proper to redetermine the standing of the scholars by examinations at proper intervals, as to determine it in that manner at their entrance. We shall

take care that it is not done abruptly or without sufficient warning. The examination marks in red ink will be a general indication of a pupil's standing, and a frequent low percentage will be a warning of the necessity of improvement in lessons or change of position.

#### EXTRA CHARGE FOR ABSENCE.

*From Report for 1873.*—Besides the minor examinations, a thorough one is held at the close of each half year to determine to what class each member of the school shall be assigned. Notices of these examinations are given one week in advance, and no excuse but illness will be accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the aver-

age per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to those scholars mentioned on page 18, who are doing only partial work, and who are understood to be members of the class for two years.

*From Report for 1873.*

INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the extra class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematics are required for entrance there, and that all other studies may be laid aside in the preparation.

CHEMICAL DEPARTMENT.

In the basement of the new building a room is devoted to the purposes of a Laboratory in aid of the study of chemistry. This is an advantage without which that important study can be but imperfectly pursued. This Laboratory is arranged and fitted up in the most approved manner, and offers to students the advantages possessed by the most advanced institutions.

KINDERGARTEN.

Little children have always been received in the Preparatory Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was



opened from which in due course the pupils will be promoted to the Preparatory School. This new Department will commence that harmonious development of opening minds on which so much of the success of subsequent education depends. Some of the ablest educational authorities of Europe have formed what is commonly called the Kindergarten system of instruction, which takes the child when three or four years old and cultivates its faculties in the order of nature; first by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c. ; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are often learned in the nursery. The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten



system by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

It is limited to a small number.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten as an experiment, and, if it is not successful, may be withdrawn on the payment of two and a half dollars a week. The room is always open to visitors.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours; but if they really wish to learn, or if their parents give heed to the careful reports sent home

every week, they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition the young boy who "can't start" is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of our pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

#### RECITERS AND THINKERS.

Pupils are sometimes removed because they are obliged to learn so few rules and are required to make their own deductions from the truths brought to their notice.

In such cases we can only say that it is very easy to show a child a rule and tell him to work so many examples under it; but such a proceeding is not *teaching* in the proper sense of the word.

Chauncy Hall does not aim to produce mere reciters in a school room, but it does make every endeavor to send out into life observant and thoughtful men and women, with a desire for culture, and a power of investigating for themselves instead of relying on a few text books.

#### COURSE OF READING.

Former reports have spoken of the careful study of some of the best English authors, extending through several years, which is one of the marked features of Chauncy Hall. An auxiliary to this is the assignment of a limited course of out-of-school reading, of which oral or written abstracts are given in school every three weeks. Its influence has proved so salutary that no other innovation in the upper classes during the last five years has called out so many expressions of gratitude from the parents, or has elicited so many letters of inquiry from educators in different parts of the country.

Many a boy, whose intellect was so weakened by the rubbish which fills most of what are called "children's books" that he could not at first enjoy even the Iliad, has become in a short time so interested that he would give three times the required study, until what was begun as a disagreeable task has become literally

"The Tale of Troy divine."

Great thoroughness is demanded on the regular semi-weekly lessons in English literature (five a week in the extra class); and as many of the pupils are



studying two languages, care is taken not to assign too much for this extra reading; but it is found that if only a very short time is spent each day, during the last four years, there is no trouble in taking up the following works, varying the order according to the average taste and culture of the class: Lives of Washington, Franklin, and two other distinguished persons; two novels each of Scott and Dickens; the Iliad; the Æneid; two volumes of travels; Pilgrim's Progress; the Roger de Coverly papers from the Spectator; two volumes of Prescott's or Parkman's Histories; selections from Gibbon and Motley; Longfellow's Golden Legend and Hiawatha; Goldsmith's Deserted Village, Traveller, and the Vicar of Wakefield; one of Cooper's novels; two of Macaulay's Essays and the first volume of his History of England; one epistle each of Pope's Essay and Cowper's Task; two volumes of Irving; selections from Bryant, Whittier, Tennyson and Morris; one canto of Childe Harold; three of Chaucer's Canterbury Tales; two cantos of the Faery Queen; one of Thompson's Seasons; selections from Burke and Webster.

Where one volume of a work is given, or only part of one, it is in the hope that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

#### TEACHERS OF BOTH SEXES.

Attention is called to the important fact that, above the Preparatory Department, every class recites to teachers of both sexes, and is also under their care out of recitation hours.

A boy needs daily advice and guidance from those of his own sex, while, on the other hand, whether his

natural tastes are refined or coarse, he will inevitably be a better man for being, through the formative years of his life, partially under the influence of conscientious, cultivated women; and it is equally important for a girl to grow up under teachers of both sexes.

#### LARGE SCHOOLS.

*Extract from circular of Nov., 1873.* In this connection we must notice the objection sometimes made to large schools. Occasionally a boy is withdrawn to have the advantage of "greater attention in a smaller school." Parents who do this are not aware that the great number of teachers in a thoroughly graded and carefully supervised school gives each pupil more hours of direct teaching and more time for extra explanation than can possibly be afforded by the arrangements of a small school with the ordinary diversity of classes. With every increase of our pupils there has been a still greater increase in the ratio of teachers to pupils. In the past fifteen years the increase of pupils has been forty-five per cent., while the increase of permanent teachers has been one hundred per cent. The assistants are all teachers of ability and experience, and parents are invited to visit the school often to see the kind of instruction which is given to their children.

#### CLASS RANK.

Under the regulations about medals on the 62d page, it will be seen that care is taken not to excite improper emulation. For the same reason no use is made of class rank. There is no need of placing daily before the backward members of the class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar; nor is it for

the physical or mental health of the half dozen brightest boys for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into worry. The true method is to demand, from each individual, work sufficiently hard to develop both mind and body; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

#### HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See p. 18.

We have also mentioned that there is no class rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made by Haskell & Son on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.



There are fewer flights of stairs in the new building than in the old, and the room with the highest walls is at the top instead of in the centre, so that neither flight is lengthy.

**SUNSHINE.**—In most school-houses in town some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

**SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.**—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany the study hours are longer than here; while the vacations are short, and

long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results of study in itself if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

LUNCHEONS demand much more careful attention than they receive from some families.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at the Restaurant of the Institute of Technology; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to reduce after-school detentions to the lowest point consistent with discipline and thoroughness as mentioned on page 36, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil who finds some day on which the time assigned for lunch is all occupied by extra recitations,

must immediately report the case, and arrangements will at once be made for him.

THE MILITARY DRILL, introduced sixteen years ago, is conducted with the design of giving to all boys who remain as much as three years in the Battalion an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with battalion drill.

Privates of not less than a year's service, and whose proficiency in the manual of arms and steadiness while on duty makes them eligible, are appointed to be sergeants.

All the sergeants, except those appointed within six months, are allowed to present themselves for written examination when there are vacancies to be filled among the commissioned officers, and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one already partially trained ready to fill it at once, and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.



# Roster of the Chauncy-Hall Battalion.

MAY, 1877.

*Major, CURTIS GUILD, JR.*

*Adjutant, G. K. CLARKE.*

Co. A.	Co. B.	Co. C.	Co. D.
<i>Capt. F. F. EMERY, JR.</i> <i>Lt. E. T. DOUBLEDAY.</i>	<i>Capt. F. A. PIERCE.</i> <i>Lt. R. BATCHELLER.</i>	<i>Capt. H. AUSTIN.</i> <i>Lt. W. C. WINSLOW.</i>	<i>Capt. E. W. BREWER.</i> <i>Lt. J. H. BEALE, JR.</i>
1 <i>Ser. F. N. MARCH.</i> 2 <i>Ser. A. S. INGALLS.</i> 3 <i>Ser. J. R. COOLIDGE, JR.</i>	1 <i>Ser. E. F. BRYANT.</i> 2 <i>Ser. J. CHANDLER.</i> 3 <i>Ser. A. BATCHELLER.</i>	1 <i>Ser. O. C. BRYANT.</i> 2 <i>Ser. M. S. MARSHALL.</i> 3 <i>Ser. G. J. VICKERY.</i>	1 <i>Ser. J. W. JOHNSON.</i> 2 <i>Ser. F. W. STANTON.</i> 3 <i>Ser. A. G. WEEKS, JR.</i>

*Sergeant Major, J. H. WALKER.*

## EXHIBITIONS.

Great care is taken to avoid the objections often made justly against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. No pupil is allowed to omit any regular lesson, except sometimes in reading when he is preparing to read at Exhibition, and if his recitations in Mathematics, Languages, or any other Department, show a falling off in application, his Exhibition part is summarily taken from him. He is taught that he has no right to make a handsome appearance in elocution at the sacrifice of any other part of his education. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and it is a very enjoyable occasion for the scholars.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures. The exercises on that afternoon have their own value, in inculcating the value of good manners, perfect order, promptness, and self-reliance.

For several years it has been necessary to charge an admission fee, in order to lessen the crowd that formerly made the Exhibition so uncomfortable.

The receipts from this source to the amount of fifteen hundred dollars have been devoted to the foundation of a scholarship at Harvard College.

The music, as is customary in all other institutions, is furnished by the pupils.

The system of prizes is fully explained on page 62.

## MEDALS AND OTHER PRIZES,

As certificates of a definite amount of accomplished work, for the year ending Dec. 31, are awarded at a public exhibition given in January or early in February. In order that there may be no improper emulation, there is no limit to the number. There are six grades of medals; three of gold and three of silver.

The *first grade* will be awarded to those pursuing two or more languages, in addition to the English; the *second grade* to those pursuing one language besides the English; the *third grade* to those pursuing English studies only.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10 of the following year.

If reports are lost, duplicates will be furnished if asked for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and keeping of his own reports.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning partly on one condition and partly on another will not be allowed.

**First. RECITATION CLAIM.**—For the *gold* medals there must be no low mark.

For the *silver* medals the number of low marks must not exceed five for the first, ten for the second, and fifteen for the third.

A pupil having many lessons marked *four* (which number denotes a merely passable recitation) will receive a medal one grade lower than the above scale indicates. Suitable reduction will be made for the omission of any study in the regular school course except those studies excused to boys studying both Greek and Latin. When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided* that in those languages there is no mark less than 5, or that, having not more than ten marks below 5, but not less than 4, the examination percentages are unusually high. On the same conditions English Defining may be omitted when the student studies three languages.

Pupils studying languages, and having failures in any department, will stand better in obtaining lower grades of medals than those who have English studies only; as an allowance of three failures will be made for a modern language, and of five for Greek or Latin. Two failures will be allowed to members of the Latin and French classes commencing in February. All altered marks on Reports not signed by one of the Principals, will count as low marks.

All absences not marked "Excused" on the face of the Report, with the signature of one of the Principals, and within a week from the time the Report is received, will count as low marks. *The only circumstances under which such excuses will be given, are illness, the marriage or death of a near relative, attendance at church with their families, and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible; the lessons in these last cases to be made up.*



A student who is absent twenty-five days in the year for any reason whatever cannot take a medal under the first form of claim; if absent fifteen days, he will receive a medal one grade lower than otherwise.

Second. EXAMINATION CLAIM.—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on every study pursued by his class. He cannot take the average of several studies.

For the six grades the respective required per centages are in

Each branch of Mathematics—95, 93, 90, 85, 80, 75.

Other English Branches, each, 90, 87, 84, 80, 75, 70.

Each Language, 94, 90, 85, 80, 75, 70.

Examinations in Literature will include the course of out-of-school reading as well as those authors regularly studied in class.

As this form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold* if he has had more than five low marks; for the second, more than ten; third, fifteen; for the first *silver*, more than twenty; second, twenty-five; third, thirty.

The Regulations in regard to absence and tardiness will be the same as by the first form of claim, except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many low marks as they cause lessons to be lost. Absences through sickness will not be counted so rigidly as under the first form.

OTHER PRIZES.—Prizes of Books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals. Prizes are also given for excellence in some special department where the examinations are satisfactory in the other regular exercises. Elocution prizes depend to great extent on the marks for reading and declamation throughout the year; and to obtain the higher elocution medals a good knowledge of Shakespeare is required.

The Thayer Association give a gold medal for English Composition.

The Gold Medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his schoolmates to be the best boy. A medal is also awarded in the same manner to the best boy in the Preparatory Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no low mark for conduct.*

## Medals and other Prizes awarded January, 1877.

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*First Gold Medals,*

JOSEPH H. BEALE, JR.,                      WALTER N. BUFFUM.  
MCLAURIN J. PICKERING.

*Second Gold Medal,*

ALFRED S. INGALLS.

*Third Gold Medals,*

JOHN R. BRADLEE,                      FREDERICK W. STANTON.

*First Silver Medals,*

MARY E. BUTLER,                      LIZZIE E. LITTLE,  
FREDERICK N. MARCH.

*Second Silver Medals,*

OLIVER C. BRYANT,                      BENJAMIN W. WELLS.

*Book,*

ODIN B. ROBERTS.

*Gold Medal of Chauncy-Hall Association,*

HERBERT AUSTIN.

*Founder's Medal, Preparatory Department,*

GEORGE J. FISKE.

*Prize for Composition awarded by Thayer Association of Chauncy Hall,*

EDWARD W. BREWER.

*Second School Prize for Composition,*

STANTON DAY.

*Shakespeare Prizes,*

*First,* ALICE S. BLACKWELL.                      *Second,* CURTIS GUILD, JR.

*Prize for perfectly regular attendance and entire punctuality for four years,*

HERBERT AUSTIN.

*Prize for Penmanship,*

ROBERT BATCHELLER.

## ORDER OF EXERCISES

AT THE

*Forty-ninth Annual Exhibition of Chauncy-Hall School, at  
the Boston Music Hall, Wednesday, Jan. 31, 1877.*



1. ENTRANCE OF THE SCHOOL,  
Under Command of Maj. CURTIS GUILD, JR.
2. SINGING, *Song of Greeting*.—(Written for the occasion by  
LUCY WHEELOCK.)
3. RECITATION, . . . . . STANTON DAY.  
*Tshassan Ouglou's Onslaught*.—(MOTHERWELL.)
4. LATIN DECLAMATION, . . . . . HERBERT AUSTIN.  
*M. Tullii Ciceronis de Lege Agraria Oratio Tertia*.
5. DECLAMATION, . . . . . JOHN CHANDLER.  
*New-England Weather*.—(MARK TWAIN.)
6. RECITATION, . . . . . WALTER N. BUFFUM.  
*General Custer*.—(MRS. ETTA PIERCE SYMONDS.)
7. READING. First Selection from "HELEN'S BABIES."  
*How Budge and Toddie were concerned in my Love-making*.

R. Batcheller,	A. T. Bradley,	W. Austin,
G. J. W. Vickery,	<i>W. B. Richardson,</i>	F. E. Bacon, Jr.,
C. H. Rollins,	<i>A. G. Wood,</i>	<i>H. C. Brewer,</i>
John Chandler,	<i>J. W. Baker,</i>	W. H. Mills,
W. D. Brewer, Jr.,	<i>B. Estabrook,</i>	Stanton Day,
H. M. Clark,	<i>G. J. Fiske,</i>	W. E. Stackpole.
H. H. Turner,	John Taylor,	

(Conducted by Capt. FRANCIS F. EMERY, Jr. Those in Italics belong to the Preparatory Department.)

8. DECLAMATION, . . . . . H. ALONZO SHERMAN.  
*The Necessity of Peace*.—(CHAS. SUMNER.)
9. RECITATION, . . . . . CURTIS GUILD, JR.  
*The Blue and the Grey at Kelly's Ferry*.—(B. F. TAYLOR.)
10. DECLAMATION, . . . . . FRED. N. MARCH.  
*Preservation of the Old South Church*.—(WENDELL PHILLIPS.)
11. DECLAMATION, . . . . . JOSEPH H. BEALE, JR.  
*The Furnace at Midnight*.—(B. F. GUILD, COMMERCIAL BULLETIN.)
12. READING, *A Centennial Pæan*.—(THE INDEPENDENT.)

Louise E. Lewin, Lizzie E. Little, Alice S. Blackwell, Grace C. B. Roberts,  
Mary E. Butler, Clara McDougal. (Arranged in order from stage right.)



13. DIALOGUE. *Scene from Henry IV.*—(SHAKESPEARE.)  
 Henry IV. . . . . WALTER N. BUFFUM.  
 Hotspur, . . . . . CURTIS GUILD, Jr.  
 Northumberland, . . . . . ALFRED S. INGALLS.  
 Worcester, . . . . . JOSEPH H. BEALE, Jr.
14. DECLAMATION, . . . . . FRANCIS A. PIERCE.  
*The Eastern Question.*—(VICTOR HUGO.)
15. SINGING. *Cradle Song.*—(WALTER SCOTT.)
16. RECITATION, . . . . . ODIN B. ROBERTS.  
*The Centennial Bells.*
17. READING. *How the Old Horse Won the Bet.*—(O. W. HOLMES.)  
 F. F. Emery, Jr., W. N. Buffum, J. H. Beale, Jr., E. Putnam,  
 Curtis Guild, Jr. M. S. Marshall, F. A. Pierce, A. D. W. Lyon.  
 F. N. March, A. S. Ingalls,  
 (Conducted by Capt. EDWARD W. BREWER.)
18. RECITATION, . . . . . GRACE C. B. ROBERTS.  
*Mother and Poet.*—(MRS. BROWNING.)
19. RECITATION, . . . . . CHOKICHI KIKKAWA.  
*Mary Butler Eastman's Ride.*—(B. F. TAYLOR.)
20. RECITATION, . . . . . ALFRED S. INGALLS.  
*Gen. Thomas in Battle and in Death.*—(B. F. TAYLOR.)
21. SINGING. (a)—*New Year's Song.* (b)—*Softly treading, silence keep.*
22. READING. Second Selection from "HELEN'S BABIES."  
*A Rainy Day with Budge and Toddie.*  
 E. F. Bryant, S. H. Bennett, G. L. Deblois, Florence DeMerritte,  
 J. R. Coolidge, Jr., O. B. Roberts, F. Bardwell, Esther L. Fiske,  
 P. B. Field, J. B. Blake, R. O. Anthony, Martha J. Johnston,  
 A. P. Hunt, A. L. Nash, F. T. Isburgh, Eva M. Stevens,  
 Courtenay Guild, L. Hitchcock, D. F. Follett, Nettie Hunt,  
 J. F. White, G. B. Billings, J. Walker, Marian McDougal,  
 W. Wetherbee, G. J. Putnam, G. Walker, Martha J. Evans.  
 Conducted by Capt. HERBERT AUSTIN.
23. GREEK DECLAMATION, . . . . . EDWARD W. BREWER.  
*The Regulation of the State.*—(DEMOSTHENES.)
24. SWORD DRILL, . . . . . Conducted by Maj. CURTIS GUILD, JR.  
 Capt. E. W. Brewer, Capt. F. A. Pierce, Serg. M. J. Pickering,  
 " F. F. Emery, Jr., Serg. W. N. Buffum, Lieut. E. T. Doubleday,  
 Serg.-Maj. J. H. Walker, " F. N. March, " J. H. Beale, Jr.,  
 " J. W. Johnson. Lieut. W. C. Winslow, Serg. O. C. Bryant.
25. RECITATION, . . . . . M. SYLVESTER MARSHALL  
*Cross and Crescent.*—(MRS. ETTA PIERCE SYMONDS.)
26. PRESENTATION of Medals and other Prizes.
27. DISMISSAL by Officers of the Battalion.

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THE Institute provides instruction in ten different courses, each occupying four years. The courses are

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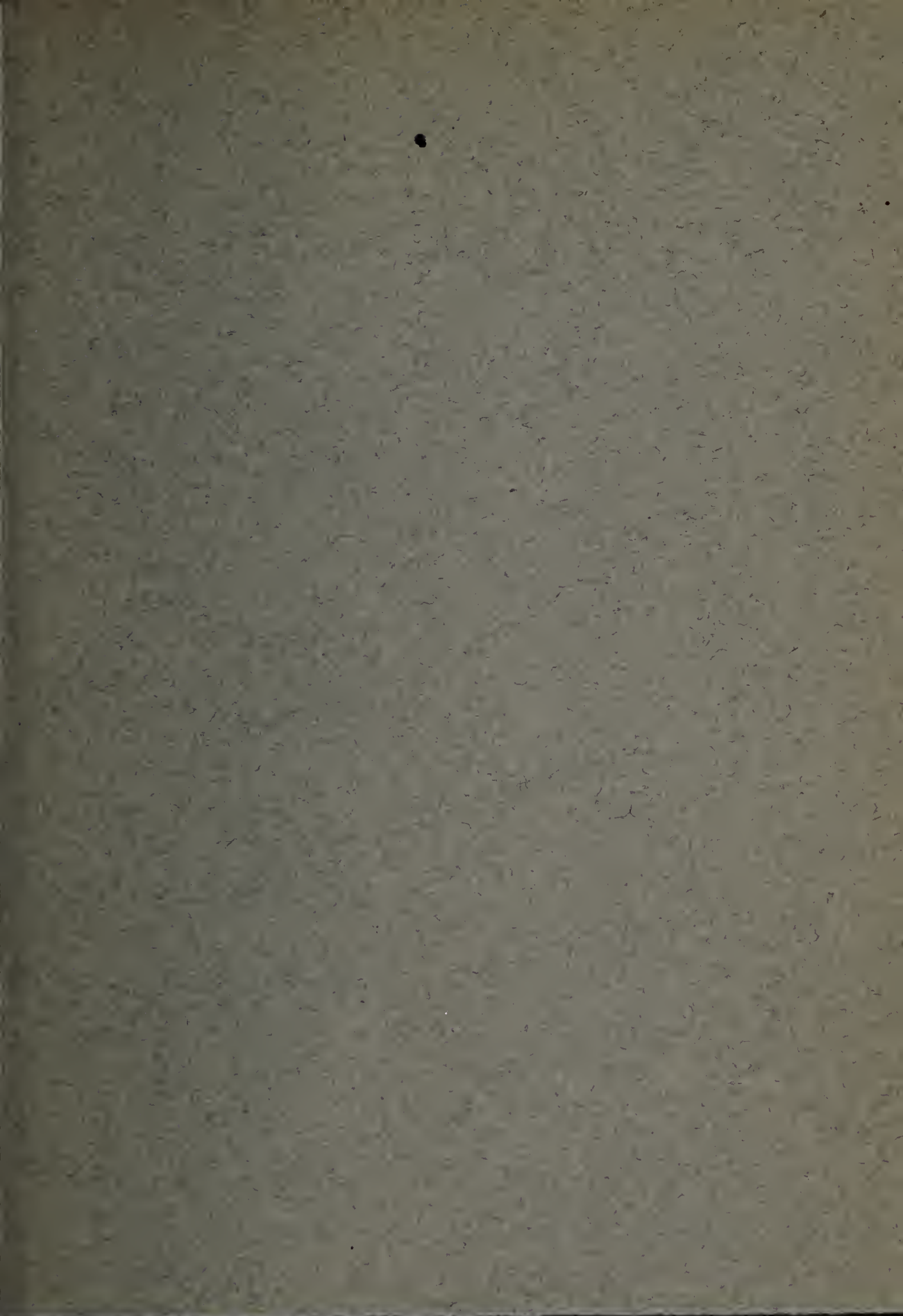
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## APPENDIX,—JULY 20, 1877.

One of the Teachers will be at the school building from 9 to 1 o'clock on

WEDNESDAYS AND SATURDAYS IN AUGUST,  
AND ON EVERY WEEK DAY FROM SEPT. 1 TO SEPT. 11.

Attendance on one of the examination days is sufficient for new pupils. See page 2.

At the recent examinations for admission to Harvard and Boston Universities and the Institute of Technology, all the Chauncy-Hall candidates were successful and two of those at Harvard received "honors." At what is known as the preliminary examination at Harvard for admission next year, a member of the second classical class of this school passed in fifteen of the sixteen subjects required for final admission.

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"The value of such training must be apparent at a glance. It trims away the awkwardness of youth, teaches the restless to stand still and keep their hands in the right place; cultivates the love of order and system, and makes even stern discipline attractive. Fortunate is the boy who early learns such lessons, upon which depends so much of the happiness, usefulness and success of after life. The physical value of the drill is, also, a matter not to be overlooked. There is not one of these school soldiers who will not walk more erectly, hold his shoulders squarer and breathe better for his drill exercises, thus warding off or counteracting many of the unhealthful practices liable to grow upon them with advancing years."—*Boston Journal*.

The following extract is from a long communication in the *Hartford Courant*, written by a Physician of Hartford, who lately visited the school to examine its sanitary arrangements :

"Chauncy-Hall School occupies a building of recent construction and as near perfect as can easily be imagined so far as ventilation, heating or lighting is concerned. It is the only building I have seen where the ventilation was under perfect control and pure air and an equable temperature maintained without even having to open doors or windows, not only in the coldest and windiest wintry weather, but in spring and fall, and, so far as pure air is concerned, in summer as well. The advantages of dispensing with open windows to get rid of foul air are too obvious to need discussion—freedom from exposure to colds or worse, and the results of the sudden alternations of temperature which must necessarily be thus produced:

"To present all the points would involve a pretty general discussion of school hygiene.

"It is a gratifying sign of progress that the guidance of the wise physician is sought and appreciated in matters upon which he alone is competent to judge."

4504. 60

FIFTIETH ANNUAL

CATALOGUE

OF THE

TEACHERS AND PUPILS

OF

CHAUNCY-HALL SCHOOL,

Nos. 259-265, BOYLSTON STREET (NEAR DARTMOUTH),

BOSTON.

1877-1878.

CONTAINING ALSO

*A Statement of the System and Principles upon which  
Chauncy-Hall School was established in 1828;  
its fifty years' work; and present position  
and purposes.*

BOSTON:

DAVID CLAPP & SON, PRINTERS, 564 WASHINGTON STREET.

1878.



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—*T. W. Higginson.*

---

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2. That no student can be admitted on less than the **full requirements** for admission to the regular classical course.
3. That for three successive years **additions** are to be made to these requirements, such that the resulting standard for admission will be higher than has ever been attempted in America.
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**1877-1878.**

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purposes.*

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B O S T O N :

DAVID CLAPP & SON, PRINTERS, 564 WASHINGTON STREET.

1878.

1878-1879.

CALENDAR FOR THE FIFTY-FIRST YEAR.

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SEPT. 9 and 10,.....Examination for Admission.  
Pupils who cannot be present on these days may be examined later by  
making application.

SEPT. 11,.....School opens.

SEPT. 30,.....Kindergarten opens.

NOV. 20,.....Winter Quarter begins.

DEC. 25 to JAN. 1, inclusive, Christmas Holidays.

FEB. 5,.....Second half-year begins.

APRIL 16,.....Summer Quarter begins.

MAY 26 to JUNE 1, inclusive, Spring Holidays.

JUNE 14,.....Kindergarten closes.

JULY 3,.....Summer Vacation begins.

---

**OTHER HOLIDAYS FOR 1878-9.**

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the 17th of June—Class Day at Harvard—three days in October—Thanksgiving and the subsequent Day.

The Principals of the School also reserve the right of granting such other Holidays—not exceeding five in number—as may seem to them advisable.

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The graduating exercises and the public promotions for the year 1877-8 will be July 2d.



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LETTERS about the School should be addressed to the Principals; those in regard to the Corporation, to the Treasurer.

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## CORPORATION.

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### DIRECTORS:

GEORGE B. CHASE, *President.*

BENJ. W. GILBERT, *Treasurer.*

NATHANIEL J. BRADLEE.

JAMES W. AUSTIN.

HERBERT B. CUSHING.

---

### PRINCIPALS:

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LATIN, GREEK, WRITING, AND SPELLING.

WILLIAM H. LADD,

ENGLISH LITERATURE, COMPOSITION, AND ELOCUTION.

HERBERT B. CUSHING,

LATIN, GREEK, AND MILITARY DRILL.

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MISS ALICE H. BALCH,

KINDERGARTEN.





1874.

## STATEMENT

OF THE SYSTEM AND PRINCIPLES UPON WHICH CHAUNCY-  
HALL SCHOOL WAS ESTABLISHED IN 1828,  
ITS FIFTY YEARS' WORK, AND PRESENT  
POSITION AND PURPOSES.

---

THE close of fifty years of the existence of Chauncy-Hall School seems to afford a proper opportunity for a brief statement of its origin, the principles on which it was founded, with their present application, and the work it has tried and still tries to accomplish.

It had been found in the previous experience as a teacher of its energetic and far-sighted founder, the late G. F. THAYER, that there was a demand for an education less limited than was afforded fifty years ago by the Grammar Schools of the city, the Public Latin School, or any private institutions. From their organization they confined themselves of necessity to a range of studies supposed to be sufficient to fit their scholars, in the narrowest sense, for the common industries of life or for a college examination in the classics and mathematics. A great deal of the knowledge and culture so desirable for the man, the citizen, and the gentleman, was, so far as the schools were concerned, a sealed fountain to the pupils. The chief reason for this state of things was that advantage had not been taken of a very important principle or rule of action than which nothing has been more efficient in developing modern civilization and physical well-being, viz. *Division of Labor*, which, though introduced

extensively in the various branches of mechanical industry, and in some degree in Colleges, was but slightly used in schools, either public or private. In the country, a single teacher often had the charge of pupils from five or six years of age to adult manhood or womanhood, requiring, even though the whole number was small, an extreme sub-division of time for the numerous classes thus made necessary, and rendering the instruction extremely hasty and unsatisfactory. The public schools of Boston attempted little more than a division according to ages, the separation of what were called the Writing and Reading Schools, and the maintenance of the Public Latin School for the preparation of those intended for College. The private schools of the day were taught by men of high scholarship, several of whom attained distinction subsequently as authors and professional men; but they had very little scope for their abilities or accomplishments in schools founded upon the false principle of everything being done by one man, and being often patronized for that very reason by those having no correct idea of the true economy of labor. Nothing could be more erroneous than trying through the agency of a single man, however skilful or learned, to give a good general education to the ordinary range of ages, abilities, and wants contained in a single school of however moderate size. The only way in which he could possibly operate to advantage would be upon a single class of the same age and degree of preparation and of similar aims in life; nor could he do this unless he united in himself the unusual combination of a high degree of knowledge in the classics, modern languages, mathematics, sciences, rhetoric, and elocution, with equal skill and ability to teach them, to say nothing of



such accomplishments as penmanship, music, and drawing. Such a union of advantages would be extremely rare, nor could such a class be expected to hold together long enough or to be sufficiently profitable to give permanent and adequate support to a competent teacher. In fact small private schools have almost always been short-lived. Scores of them have been opened and given up within a generation, though often taught by men of eminent talent, who soon realized that there was no satisfactory field for their powers under such circumstances. Mr. Thayer's experience in previous schools, and his natural sagacity, led him to see that the DIVISION OF LABOR IN INSTRUCTION and the DEPARTMENTAL SYSTEM, were necessary to found and build up a permanent school, where a broad and thorough education might be given, and where the teacher might feel that he was using his time and powers to advantage.

To do this required a suitable building in a central position, large enough to hold a sufficient number to try the experiment necessarily costly, and so much in advance of the school architecture and accommodations of the times as to be attractive to those seeking comfort and refinement in connection with instruction. To erect this was a bold step, and required an amount of risk and responsibility not often taken by teachers. Many thought him crazy to incur them. The idea of any but the rudest rooms and furniture for scholars was thought preposterous, and any changes from the systems (or want of systems) in vogue were considered foolish and unnecessary. But Mr. Thayer was a man not easily discouraged. He had the steady courage of a veteran to sustain his natural enthusiasm. His character as a man and his standing as a teacher

enabled him to carry his point and establish his new school in the place and on the basis that he desired; and when, one pleasant spring morning in the year 1828, a merry procession of satchel-bearing boys marched down from the rude building and surroundings of Harvard Hall to the more refined and healthy neighborhood of Chauncy Place, to the carefully planned and commodious Chauncy Hall, it almost marked a step in educational progress; for it proved that the man would be sustained who provided comfortable, healthy, and refined school accommodations in Boston, and a broad and liberal course of training and instruction. When, some years after, came the general revival of education and school architecture under Horace Mann and the American Institute of Instruction, the school was constantly visited by committees to become convinced that school-boys could sit on chairs, that windows could be made to open from the top, that school-rooms could be equably and comfortably warmed, as well as that much more could be done for the mental and moral development of the pupils by a suitable distribution of the labor among able teachers specially skilled in their respective branches.

The school was soon filled to its proposed number, and was organized with Departments of Mathematics, Ancient and Modern Languages, Rhetoric and Elocution, and an English Department including Grammar, Geography, Natural History, and Philosophy; also with a Preparatory Department of young children in training for the Upper School.

Soon after the school led the way in showing that Vocal Music could be successfully taught to the great majority of scholars, by giving Dr. Lowell Mason his first opportunity in Boston to demonstrate it, and

Drawing was also introduced under Mr. Gräeter, an eminent teacher of the day. So much were these appreciated at the time that members of other schools sometimes asked and obtained the privilege of attending at Chauncy Hall at the appointed hours, and participating in the lessons.

Many excellent men and good teachers have been connected with the school during its life of half a century. It is impossible to speak of them here as they deserve, but it may revive some memories of their youth in the older surviving former members of the school to merely read the names of Durgin, Watson, Grund, Hoyt, Belcher, Pickering, Pelletier, Lanza; and, in the Preparatory Department, of Misses Bond, Tilden, and Healey. It would hardly be proper, however, to leave the subject without alluding more particularly to one gentleman long connected with the school, who gave it a very strong impulse in a particular and most desirable direction, and who also did more perhaps for the cause of education in general than any other private teacher—the late Prof. William Russell, who is still remembered with gratitude by many whose youthful tastes he helped to form, some of whom have since obtained eminence as writers and public speakers. Those who knew him will confirm the assertion that it would be difficult, if not impossible, to find his peer among our teachers, past or present. In knowledge almost encyclopædic, in taste pure, in manners refined and elegant, in disposition gentle and patient, he did not fail to produce a very strong impression on the school during his connection with it, and to develop tastes and powers much above the usual school level. He inspired a love for elegant literature, and for the proper expression of ideas by



voice and pen, in prose and poetry, that marked his pupils at the time, and has remained as one of the prominent characteristics of the school to the present day. Writers in as different fields as Parkman the historian, Tuckerman the essayist, and Jarves the art critic, received their first impulse towards literature and early training at his hand, while members of Chauncy Hall, and have never ceased to be grateful to him. Such a man is a power in any position where he teaches; one whose influence cannot be measured by his services while there. They pervade the community and affect future generations.

It was a prominent feature in the plan of the school, as conceived by its founder, to make an opportunity for himself as principal, to influence for good the morals, habits, and manners of his pupils. Having them all before him at the opening hour in the morning, he used the events of the day, or the examples good or bad of school life, as texts for short but pithy and animated remarks on such topics as justice, magnanimity, truth, purity, uprightness, and other virtues as contrasting with meanness, dishonesty, falsehood, and indecency, which went home to many a heart and conscience, and are still remembered and bear fruit in the lives of his hearers. The manners and politeness of a gentleman were always insisted on in the daily life and conduct of a school-boy, and an example was always afforded in his own unfailing courtesy.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching

guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. All who professed to give scholarship on any other conditions than persistent and conscientious labor on the part of the scholar, were set down as literary impostors and educational quacks; and all books holding forth promises that all can master their contents with equal ease by obeying certain directions, were placed in the same category of ignorance or dishonesty. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do, a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in our best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered our colleges annually since 1834 to the number of about two hundred. Neither the mercantile apprentice nor the young student have been sent out with barely the qualifications that would enable them to take their first steps, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand

scholars have received the influences and instruction of the school, thus affording a strong argument in favor of its principles and system.

After a life of zealous and conscientious labor, the founder of the school passed away, leaving, as his best monument, his influence upon his pupils. His successors, either trained under the roof and guidance of the school, or bringing new light and experience from other fields, have done their best to keep up its character and carry out its system and principles with such changes and additions as seemed demanded by the wants of the day and the present state of education.

After forty years' sojourn in Chauncy Place and Street, the advancing tide of business made it necessary to seek new quarters, blooming gardens and quiet footpaths having given place to lofty and crowded stores, and the jar and din of heavy wagons.

The next step was to Essex Street, from which, after five years' stay, the fire of May, 1873, compelled another removal.

After much deliberation, the present site in Boylston Street was thought to combine the most advantages; and by the kind interest of old pupils and new school friends, a corporation was formed and a school-house erected far surpassing either of its predecessors in size, beauty of finish, adaptation to the system of the school, and appliances for the health and comfort of the pupils. The neighborhood is open, light, and airy, with ample room for play, and ornamented by public institutions of an instructive and refining character.

As the original Chauncy Hall was intended to combine all that was known or could be contrived for the health and comfort of its occupants, and took a long step in advance of the school-houses of its day, every effort



was made to make the present school-house an advance upon the structures of the present time, in many of which the laws of Hygiene are greatly neglected.

Such ill success has attended the attempts to ventilate most of our public buildings that it has been almost doubted whether ventilation is a possible thing. The question has been solved, however, by the expenditure of sufficient money at the right stage of the building, to construct proper apparatus, and the constant expenditure of both money and trouble to keep it in full working order. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

The Heating Apparatus also does its work perfectly, giving an equable and full supply of moderately heated and pure fresh air in all parts of the building, and at all times of day. One secret of the success of these two very important parts of the school apparatus, is a sufficient outlay both of money and personal trouble. Without these there never can be comfortable heating or efficient ventilation.

It remains to consider where the school now stands; how much of its original system and principles it is prepared to hold fast if it should last another fifty years; what additions it has made to its course of studies; what changes in its discipline or modes of conducting its exercises; what are some of its present advantages.

The advantages of the DIVISION OF LABOR in Instruction and of the DEPARTMENTAL SYSTEM are most emphatically reaffirmed. Without them the school could not exist and do its present work.

No easier road to thorough knowledge on any subject has been discovered than through persistent and careful labor. The number of heaven-born geniuses who can dispense with this is so few that they need enter into no teacher's plans or calculations. The teachers will do their utmost towards opening and smoothing the paths to learning, but the scholars must apply their own powers to advancing upon them and conquering the difficulties for themselves.

The school has twice as many teachers as at first, and two additional Departments, viz.—The KINDERGARTEN, where very young pupils can spend about two years advantageously in the general training of the faculties and cultivation of the moral sense, before commencing the use of letters and books in the \*Primary School; and the MILITARY DRILL, introduced in 1861, where organized exercise and training are practised three times a week under the charge and instruction of one of the principals. It is conducted with the design of giving to all boys who remain as much as three years in the Battalion an opportunity of learning so much of the duties of the soldier as is comprised in an acquaintance with battalion drill. It also affords excellent though not violent exercise, and is a good school of attention and obedience.

An excellent GYMNASIUM is attached to the Drill Hall, open to all members of the Upper Department of the School, according to the conditions on p. 22.

The Classical and Mathematical courses have been considerably extended so as to cover the requisitions of our highest colleges and scientific schools. Instruction in the Metric System forms a part of the Mathematical course, and the importance of its introduction is impressed upon the pupils.

\* Formerly called Preparatory.

Chemistry is now taught by an expert more elaborately than it could be formerly, as there is a Laboratory in the school-house fitted with every convenience for experiment and analysis by the class pursuing that study, the scope of which has been very much enlarged since first taught in schools.

Much more instruction is now given in Natural History, Botany, and Mineralogy, than was formerly the case. But slight use is made of books in pursuing these studies; but oral instruction is applied to specimens usually brought by the pupils themselves, thus cultivating the powers of observation and investigation.

Oral Instruction in French has been added to the exercises of the Primary School, giving the children an easy introduction to the language, and especially to its pronunciation without the difficulty and liability to misconception that attends the commencement from books.

The Literary and Rhetorical Department has been greatly enlarged in its scope and practice. The reading of books that have any pretensions to be called literature, is less likely now to be one of the habits of the young than was the case a generation or two ago. Then they often had recourse to the family library or some other when they needed recreation, and in this way a taste for useful reading was often formed; now, books for the young, usually of a merely sensational or catchpenny nature, if nothing worse, receive the child ere he leaves the nursery and stand in the way of his ever reaching up to manlier and better things. As some remedy for this state of things, instead of the usual "Readers," The Poems of Scott, The Sketch-Book of Irving, and portions of the works of Shakespeare, Longfellow, and Tennyson, have been used as



reading books by the upper classes, and subjected to careful study and analysis. In addition to this the school has taken some oversight and direction of the home reading of its pupils, so far, at least, as to make it necessary for them to read *some* books of a refined and useful description.

The lowest class have selections from the Iliad and Odyssey read to them with explanations and subsequent questionings by their teacher. They take much interest in the subject and get much useful information in regard to mythology and ancient history. They are encouraged to write out the story, and often do this with much spirit and accuracy, showing that they pay close attention. Every three weeks the higher classes have their attention directed to some suitable book, and are required to present a written abstract of its story or contents. In this way the young student during his last four years at school will be led to peruse the Lives of Washington and Franklin, novels of Scott and Dickens; portions of Homer and Virgil; selections from the Spectator, from Chaucer, Spenser, Goldsmith, Pope, Cowper, and Byron; some volumes of Prescott or Parkman's Histories, and some speeches of Burke and Webster. Where one volume of a work is given, or only part of one, it is in the hope that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

Since the establishment of the school in Boylston Street, SPECIAL STUDENTS have been admitted, and allowed to participate in the lessons of such classes as they chose and were fit for, being responsible to the school only for punctuality at class hours. This privilege has been found useful to quite a number who,

for various reasons, could not take the full school course, and has sometimes enabled those engaged in other occupations to continue their studies in some chosen branch or branches, and perhaps prepare for professional pursuits. A reference to the list of Special Students, p. 38, will show how many branches of study have been pursued in this way. It is not recommended, however, unless sufficient maturity and steadiness of habits and some special reason exist.

Within the last ten years, at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school, girls have been admitted to the classes both of the Primary and Upper Departments, and as Special Students. As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent Classical, Mathematical, and Belles-Lettres Scholars, of whom seven have entered Colleges, whence two have already graduated with distinction.

WRITTEN EXAMINATIONS, both occasional and semi-annual, have been for some years a regular feature of the school. These determine largely the position of the scholar and his fitness for promotion at the end of the year. When his promotion depended merely upon the fact that he had remained in a class for a year, one proper stimulus was wanting, and no certain measure of ability or acquisition was afforded. For a teacher to rely entirely upon his own judgment in selecting individuals as incapable of advancement in class rank was both difficult and disagreeable, as errors might be made and personal motives might be suspected. As a

consequence, under that mode of selection, individuals would often be retained in classes whose studies they were incapable of mastering, and were dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Such tests, when suited to the average intellect and progress, and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands, and, with common good sense, will be quietly acquiesced in and a lower place taken, or will lead to a degree of effort that, at a subsequent examination, will enable the scholar to gain the percentage required for promotion with his class.

The thorough application of a judicious system of examination is claimed as an advance in the system of the school. Parents are requested to notice the results of them as indicated in *red ink* from time to time on the weekly reports. They are more important than the daily marks for lessons, as these may be affected by injudicious assistance and other reasons. The examination marks afford the real criterion of a pupil's success and present standing, and should be regarded as concise communications from the teachers, and exhibited to attention as such.

Enough has probably been said to show that, while the school has not at all abated its original claims to give a manly and thorough education, to maintain a high standard of manners and discipline, and to have regard to the mental, moral, and physical well-being of its members, it has made an advance in the means and modes of effecting these objects corresponding to its age and to the present state of education, some of which may be briefly mentioned.



It occupies a building, all of whose arrangements are more highly conducive to the comfort, health, and physical well-being of the pupils than it was *possible* to have fifty years since.

It has a much larger corps of teachers in proportion to its numbers, making it possible to carry out more thoroughly the Division of Labor in Instruction, so as to make the course extend from the most tender years to adult age.

It is able from the same reason to afford that special assistance to pupils who need it, which is erroneously supposed to be more easily given in small schools, but is really one of the advantages of the same Division of Labor. This is now done in a regular manner and according to special rules. (See pp. 39, 46.)

It has introduced modes of teaching, books, and apparatus formerly unknown, but resulting from the general development of education in which all its teachers are interested and have participated according to their age and opportunity.

In closing, let us say that our endeavor will be as always to hold fast all that time has proved to be good in the system of the school, to add to it all that approves itself to our judgment as really advantageous, and to do all that in us lies for the true good and improvement of our pupils.

CUSHINGS & LADD.

# CHAUNCY-HALL SCHOOL

Is designed to furnish a complete course of School-education, beginning with the KINDERGARTEN and the PRIMARY SCHOOL and continuing through the UPPER DEPARTMENTS, in preparation for

THE UNIVERSITY,

THE INSTITUTE OF TECHNOLOGY,

THE COUNTING ROOM.

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## TERMS.

### KINDERGARTEN.

\$75.00 from Sept. 30 to June 14, payable Dec. 2.

### ADVANCED KINDERGARTEN.

\$87.50 from Sept. 30 to June 14, payable Dec. 2.

This will include the higher Kindergarten employments, Reading, Writing, oral teaching in French, and Vocal Music. See page 52.

### PREPARATORY SCHOOL.

\$50.00 a half year, payable Dec. 2 and April 2.

The first half year is from Sept. 11, 1878, to Feb. 5, 1879; the second from Feb. 5 to July 3, 1879.

### UPPER DEPARTMENTS.\*

\$180.00 a year for the English studies, payable quarterly, Oct. 9 and Dec. 18, 1878; March 5 and May 14, 1879.

\$8.00 a quarter for one language, and

6.00 " " " each additional language.

6.00 " " " special Drawing and Materials.

One modern language will be free to those regular students who study both Latin and Greek.

The use of all English Class-books, and Stationery of all sorts, furnished to pupils in the Upper Department for two dollars per quarter; in the Preparatory School, two dollars per half year.

Gymnasium repairs one dollar a year. This charge is made by the Institute of Technology on all male students.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything about these private arrangements.

When there are two or more pupils from one family *through the entire year*, a deduction of thirty dollars will be made on the fourth quarterly bill of each year for each member of the Upper Department.

☞ A pupil commencing a quarter (in the Preparatory Department a half year) is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter or half year.

☞ No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours*, an extra charge will be made, according to the time occupied, except under the circumstances mentioned on pages 39, 46.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year; and no deduction will be allowed on the summer quarter if they leave school before its close.

A fee of two dollars in advance will be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 45.

Pupils are received at any time, if there are vacancies, the charge after the first two weeks of the school year commencing from the week of entrance; but if extra teaching is necessary to make up lessons which the class have previously been over, the charge will begin from the first week of the quarter.

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#### SPECIAL STUDENTS.

Terms by the quarter, *invariably in advance*, for instruction in class hours only. Department must be faultless.

Spelling, Botany, and Natural History, \$5 each; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, Book-keeping, English Grammar and Punctuation (counted together), Composition once a week, Natural Philosophy, Drawing four times a week, Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Chemistry, with Laboratory practice, \$20; Shakespeare and General Literature, five lessons per week, \$25; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$20, two, \$30; Latin or Greek, daily, \$30, both, \$50; one ancient and one modern language, \$40. When the bill of a Special Student is over \$60 a deduction of 10 per cent. is made.



No regular pupil who falls behind his class on account of idleness, will be received as a Special Student in more than four branches.

BOARD.—The cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places can be had for six dollars a week and upward.

### LITTLE OR NO HOME STUDY

Is a wise request often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend. If they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need; and the large number of families that have already availed themselves of the arrangement show that it is supplying a long needed want. It is known in school as the "two-years' course," and is managed as follows:

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of every class in school.

This course is also earnestly recommended for young pupils who are giving UNUSUAL ATTENTION TO LANGUAGES, and for those of any class who require much HOME TIME FOR MUSICAL INSTRUCTION.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 13, 17.)

The two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work. But they are not sufficient for the large majority of students who wish to finish their school education by the time they are eighteen or nineteen years of age, and who therefore take one of the following

## FULL REGULAR COURSES.

Many years of careful observation prove them to be adapted to any pupil who possesses ordinary ability and good health.

Daily out-of-school study is required.

The arrangement is designed so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

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### GENERAL EXERCISES.

Written Spelling Lessons every day.

Writing in copy books.

Declamation every third week.

Composition by all the classes except the Sixth—Sept. 30, Oct. 21, Nov. 11, Dec. 2, 23, Jan. 20, Feb. 17, March 10, April 21, May 12, June 9.

Abstracts of Authors, by the First, Second, and Third Classes, Oct. 7, 28, Nov. 18, Dec. 29, Jan. 6, 27, Feb. 18, March 17, April 7, 28, May 19, June 16.

Vocal Music.

Military Drill three times a week.

Short Lectures on Physiology and Hygiene twice a week.

## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Hall's Geography;  
 Oral Lessons in Grammar;  
 Decimals, Divisors and Multiples,  
 Fractions;  
 Reading and Defining in Edward's  
 Reader;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing;  
 Stories from Mythology and Poetry.

## FIFTH CLASS.

Hall's Geography;  
 Oral History of the United States;  
 Grammar;  
 Written Arithmetic; Measures (in-  
 cluding Metric System); Simple  
 rules of percentage;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing.

## FOURTH CLASS.

Hall's Geography and Map Questions;  
 Grammar;  
 Geometrical Problems;  
 Business Arithmetic, finished;  
 Reading in School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing.

## THIRD CLASS.

Physical Geography;  
 Grammar;  
 History of England;  
 Greenleaf's Common School  
 Arithmetic;  
 Practical Exercises in Geometry;  
 Algebra, through Factoring;  
 Drawing;

Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome and Greece;  
 Constitution of the U. S.;  
 Natural Philosophy;  
 Wilson's Punctuation;  
 Arithmetic, including the Metric sys-  
 tem;  
 Ray's Higher Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece and Ancient Geo-  
 graphy;  
 Fay's Modern Geography;  
 Defining;  
 Arithmetic, including the Metric sys-  
 tem;  
 Ray's Higher Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;  
 English Authors;  
 Botany;  
 Modern Revolutions.

## EXTRA CLASS.

History of France;  
 Freeman's General History;  
 Tyndal's Forms of Water;  
 Defining;  
 Higher Algebra;  
 Geometry;  
 Davies's Surveying, with Field Prac-  
 tice;  
 Shakespeare;  
 English Authors;  
 Agassiz's Methods of Study.



## CLASSICAL DEPARTMENT.

## SIXTH CLASS.

Harkness's Latin Grammar ;  
Leighton's Latin Lessons.

## FIFTH CLASS.

Harkness's Latin Grammar and  
Leighton's Latin Lessons ;  
Harkness's Latin Prose Composition ;  
Principia Latina, Part II. ;  
Phædrus, Justin, Nepos, Latin School  
Series.

## FOURTH CLASS.

Latin Grammar and Composition ;  
Cæsar's Commentaries ;  
Goodwin's Greek Grammar and  
White's First Lessons in Greek.

## THIRD CLASS.

Latin and Greek Grammar and Com-  
position ;  
Selections of Latin Prose and Latin  
at sight ;  
Xenophon's Anabasis, begun.

## SECOND CLASS.

Latin and Greek Grammar and Com-  
position ;  
Virgil's Æneid and Bucolics.  
Latin at sight ;  
Xenophon's Anabasis ;  
Herodotus.

## FIRST CLASS.

Latin and Greek Grammar and Com-  
position ;  
Cicero's Select Orations ;  
Herodotus ;  
Homer's Iliad.

## TIMES FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. This time may be shortened when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation, if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the commencement of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February, should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.

## MODERN LANGUAGES.

## FRENCH CLASSES.

Otto's French Grammar, by Bocher ;  
 Bocher's French Reader ;  
 Chardenal's Exercises ;  
 Fables d'Æsop ;  
 Selections from the Classics, &c. ;  
 Taine's Notes on England ;  
 " " " Italy ;  
 Ancient and Modern French Plays.

## ITALIAN CLASSES.

Toscani's Italian Grammar ;  
 Green's Method ;  
 Pellico's Works ;  
 Manzoni's Works ;  
 Dall'Ongoro's Works ;  
 Selections from the Classics.

## SPANISH CLASSES.

Jose's Spanish Grammar ;  
 Ahn's Method ;  
 Fernan Caballero's Works ;  
 Trueba's Works ;  
 Selections from Old Writers ;  
 Ancient and Modern Plays.

## GERMAN CLASSES.

During the first half year most of  
 the instruction is oral.  
 Der Leitfaden, von Heness.  
 Stories by Zschokke and others ;  
 Schiller's and Goethe's Dramas ;  
 Deutsche Sprachlehre, von  
 Heinsius.

Classes in French are usually formed in February and September ; in Spanish and German whenever four pupils desire to commence, or as many as will meet the expense of instruction.

## PUBLIC LIBRARY.

By special vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncy-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege will be of great advantage to students of literary or scientific tastes, as the library now contains over 300,000 volumes ; and its reading-room is supplied with all the good literary and scientific periodicals of Europe and America.

## KINDERGARTEN.

*Teacher.*

MISS ALICE H. BALCH.

**PUPILS.**

1877 — 1878.

Names.	Residences.
Edith Batcheller, . . .	Hotel Berkeley.
George Batcheller, . . .	Boylston St.
Russell Beals, . . .	Beacon St.
Arthur Beebe, . . .	Beacon St.
*Arthur Blake, . . .	Washington St.
Harold Brown, . . .	Huntington Av.
William Cutler, . . .	Beacon St.
Lillie Erskine, . . .	Commonwealth Av.
Mary Guild, . . .	Columbus Av.
Minnie Haskell, . . .	Dartmouth St.
Mary L. Jackson, . . .	Hotel Berkeley.
Rossiter C. Jackson, . . .	Dartmouth St.
Helen Jewell, . . .	} Chandler St.
Grace Jewell, . . .	
Charles E. Lauriat, . . .	Dartmouth St.
William W. Newton, . . .	Dartmouth St.
May Pratt, . . .	Commonwealth Av.
Henry Simonds, . . .	Columbus Av.
Paul Washburn, . . .	Marlboro' St.
Blanche Walker, . . .	Rutland St.

\* Promoted.



## PREPARATORY DEPARTMENT.

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### EXERCISES.

Oral Lessons in French;  
 Oral Lessons in Botany;  
 Reading;  
 Singing;  
 Spelling;  
 Swinton's Word Book;  
 Colburn's First Lessons;

Hagar's Primary Arithmetic;  
 Hagar's Elementary Arithmetic;  
 Mrs. Hall's Primary Geography;  
 Drawing;  
 Penmanship;  
 Recitations of Poetry.

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### TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS LUCY WHEELLOCK,  
*Singing.*

There is also a special Teacher of Oral French and Drawing.

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### PUPILS.

Names.		Residences.
Rufus H. Atwood,	. .	Columbus Av.
John W. Baker,	. .	Columbus Av.
Frederic Blake,	. . .	Washington St.
Arthur Blake,	. . .	Washington St.
Henry G. Bradlee,	. .	Beacon St.
Emma S. Cogswell,	. .	Boylston St.

Florence A. DeMeritte,	.	HYDE PARK.
Willard W. Estabrook,	.	Rutland Square.
Esther L. Fiske,	. .	Clarendon St.
Joseph W. Foster,	. .	Berwick Park.
Barton P. Jenks,	. .	Shawmut Av.
Percy G. Parsons,	. .	Upton St.
Harold B. Roberts,	. .	Springfield St.
Charles G. Rice,	. .	Chester Square.
George C. Rublee,	. .	Boylston St.
John A. Seaverns,	. .	JAMAICA PLAIN.
Zenas Sears, Jr.,	. .	Chester Square.
Herbert Small,	. .	Montgomery St.
Grace Talbot,	. .	Boylston St.
Kenneth M. Taylor,	. .	Chester Square.
Russell Whitcomb,	. .	Tremont St.
Guy W. Walker,	. .	Rutland Square.
Arthur G. Wood,	. .	Rutland Square.

## UPPER DEPARTMENT.

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**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature, Composition, and Elocution.

HERBERT B. CUSHING,  
Latin, Greek, and Military Drill.

OLIVER F. BRYANT,  
Natural Philosophy, Geography, Grammar, History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, Spanish, and German.

BENJAMIN F. NUTTING,  
Drawing.

MISS LUCY M. NEWHALL,  
Composition, German, and History.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

ARTHUR C. BOYDEN,  
Mathematics, Natural History, and Vocal Music.

JAMES B. TAYLOR,  
Elocution and Latin.

ERNEST W. CUSHING,  
Chemistry and Physiology.



## PUPILS.

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Names.	Residences.
Charles J. Adams, . . .	E. CAMBRIDGE.
Ambrose D. Aldrich, . . .	Berwick Park.
Mackenzie Lyle Alley, . . .	BOSTON HIGHL'DS.
Ripley O. Anthony, . . .	Beacon St.
Alfred K. von Arnim, . . .	LONGWOOD.
Walter Austin, . . .	} Arlington St.
William F. Austin, . . .	
Francis E. Bacon, Jr., . . .	Beacon St.
Francis W. Bacon, . . .	BEDFORD.
Wallace B. Baker, . . .	Columbus Av.
Francis Bardwell, . . .	Beacon St.
John G. Bartleman, . . .	CHARLESTOWN.
Robert Batcheller, . . .	} Berkeley St.
Alfred Batcheller, . . .	
Joseph H. Beale, Jr., . . .	DORCHESTER.
Grenville S. Bell, . . .	CHELSEA.
Charles McG. Biddle, . . .	LYNN.
George B. Billings, . . .	Hancock St.
John B. Blake, . . .	Washington St.
John S. Blanchard, . . .	S. WEYMOUTH.
John R. Bradlee, . . .	} Beacon St.
Arthur T. Bradlee, . . .	
William D. Brewer, Jr., . . .	Columbus Av.
Henry C. Brewer, . . .	JAMAICA PLAIN.
Edward F. Brigham, . . .	GRANTVILLE.
Sylvester B. Breed, . . .	LYNN.
Oliver C. Bryant, . . .	WOBURN.
T. Quincy Browne, Jr., . . .	Beacon St.
Arthur H. Brown, . . .	LYNN.
Wm. C. Chamberlain (of Louisville, Ky.), . . .	} Montgomery St.

James E. Chapman, . . .	CANTON.
Stephen Chase, . . .	Beacon St.
Arthur H. Choate, . . .	Tremont St.
Arthur T. Clark, . . .	Worcester St.
J. Eugene Cochrane, . . .	} MALDEN.
Pauline Cochrane, . . .	
Frederic B. Cochran, . . .	James St.
George S. Converse, Jr., . . .	ROXBURY.
J. Randolph Coolidge, Jr., . . .	} Beacon St.
John Gardner Coolidge, . . .	
Fred. A. Cunningham, . . .	CHELSEA.
Robert N. Cutler, . . .	Marlboro' St.
Harrie L. Davenport, . . .	MILTON.
James V. Davis, . . .	ROXBURY.
Stanton Day, . . .	Columbus Av.
William L. Doak, . . .	LYNN.
Charles C. Doe, . . .	Columbus Av.
Edwin T. Doubleday, . . .	CHARLESTOWN.
Danforth R. Dunn, . . .	Bulfinch Place.
Jones Talbot Eager, . . .	CANTON.
Francis S. Eaton, . . .	Louisburg Sq.
Mattie S. Evans, . . .	HYDE PARK.
Parker B. Field, . . .	DORCHESTER.
George J. Fiske, . . .	Commonwealth Av.
Dexter F. Follett, . . .	Boylston St.
Herbert S. Forman, . . .	LYNN.
George C. Fuller, . . .	CHELSEA.
Charles F. Gregory, . . .	CAMBRIDGEPORT.
Horace M. Griffing, . . .	DORCHESTER.
J. M. Grosvenor, Jr., . . .	Columbus Av.
Courtenay Guild, . . .	Mt. Vernon St.
Francis M. Haines, . . .	} Townsend St.
Alonzo Y. Haines, . . .	
Charles A. Harrington, . . .	BROOKLINE.
Alfred Hartwell, . . .	S. NATICK.
Napoleon Harvey, . . .	EAST FOXBORO'.
Justin M. Hayward, . . .	STONEHAM.
George E. Hicks, Jr., . . .	LYNN.

Warren M. Hill,	. .	BROOKLINE.
Aubrey Hilliard,	. .	W. Newton St.
Ellis Hollingsworth,	. .	S. BRAINTREE.
Percival S. Howe,	. .	BROOKLINE.
George R. Howe,	. .	Tremont St.
Mary A. Hunting,	. .	Chandler St.
Susan E. Hunt,	. . .	} Dartmouth St.
Nettie Hunt,	. . .	
*Alfred S. Ingalls,	. .	LYNN.
Frederic T. Isburgh,	. .	MELROSE.
Ellen M. Johnson,	. .	E.SAUGUS.
Harrie F. Jordan,	. .	Columbus Av.
Chokichi Kikkawa (of Japan),	. .	W. Canton St.
Arthur W. Kilburn,	. .	W. MEDWAY.
Marcus M. Kimball,	. .	Mt. Vernon St.
Thomas Lang, Jr.,	. .	MALDEN.
Herbert M. Leland,	. .	Tremont St.
Louise E. Lewin,	. .	MILTON.
Weston K. Lewis,	. .	Worcester St.
Lizzie E. Little,	. .	Chandler St.
Robert W. Matthews,	. .	Revere St.
Clara McDougall,	. .	} Tremont St.
Marion McDougall,	. .	
George B. McClellan,	. .	} Shawmut Av.
Charles M. S. McLellan,	. .	
Charles F. W. McClure,	. .	CAMBRIDGE.
George V. Mead,	. .	} W. ACTON.
Fred. S. Mead,	. . .	
James Means,	. . .	Hancock St.
William H. Mills,	. .	Beacon St.
Nabukata Nambu (of Japan),	. .	DORCHESTER.
Arthur I. Nash,	. . .	Union Park.
Frank Newhall,	. . .	LYNN.
Franklin E. Parker,	. .	Columbus Av.
Horace Pearson,	. .	Mt. Vernon St.
Francis A. Pierce,	. .	Rutland St.
Robert C. Poor,	. . .	Tremont St.
John S. Poyen, Jr.,	. .	Newbury St.

\*Died Feb. 23, 1878.



Herbert F. Pray, . . .	WALPOLE.
William L. Puffer, . . .	} BOSTON HIGHL'DS.
Mary P. Puffer, . . .	
Frederic E. Puffer, . . .	
Ernest Putnam (of Wilton, N. H.), . . .	} NEWTONVILLE.
William B. Richardson, . . .	
Odin B. Roberts, . . .	Tremont St.
Charles Robertson (of Carlins- ville, Ill.), . . .	W. Springfield St.
Annie Robertson (of Carlins- ville, Ill.), . . .	} COLUMBUS AV.
Alfred G. Rolfe . . .	
Charles H. Rollins, . . .	LYNN.
Frederic G. Ross, . . .	AYER.
J. Charles Ryder, . . .	Commonwealth Av.
Harry L. Sankey, . . .	IPSWICH.
Ingleton Schenck, . . .	DEDHAM.
Alonzo Sherman, . . .	COHASSET.
Mary S. Simonds, . . .	TOWNSEND ST.
J. Wesley Smith, . . .	NEWTON.
Henry C. Smith, . . .	Columbus Av.
Robert K. Snow, . . .	Washington St.
Daniel K. Snow, . . .	Myrtle St.
Frederic W. Snow, . . .	} NEWBURY ST.
Willie E. Stackpole, . . .	
R. H. Stearns, Jr., . . .	Commonwealth Av.
John Talbot, . . .	S. BOSTON.
Thomas Talbot, Jr., (of Billerica),	Hotel Brunswick.
John T. Taylor, . . .	DORCHESTER.
Frank O. Thompson, . . .	Hotel Brunswick.
Fannie W. Thornton, . . .	Chester Square.
Emma L. Thornton, . . .	HOPKINTON.
Harry B. Torrey, . . .	} HOLYOKE ST.
Harry H. Turner, . . .	
George J. Vickery, . . .	Commonwealth Av.
G. Henry Wait, . . .	MALDEN.
Arthur W. Walker, . . .	W. Canton St.
	S. BOSTON.
	MALDEN.

A. G. Weeks, Jr.	.	.	Newbury St.
Benj. T. Wells, Jr.,	.	.	HYDE PARK.
Walter B. Wentworth,	.	.	Charles St.
Joseph F. White,	.	.	Commonwealth Av.
Arthur Whitney,	.	.	} WATERTOWN.
Fred. A. Whitney,	.	.	
Edward N. Wilmarth,	.	.	} JAMAICA PLAIN.
Roland F. Winslow,	.	.	
Winthrop C. Winslow,	.	.	Rutland St.
Charles H. Wilson,	.	.	CHARLESTOWN.
Lewis A. Wood,	.	.	ROXBURY.
Herbert Woods,	.	.	Union Park.

## SPECIAL STUDENTS.

- HARRIET F. ALLEN (of Milwaukee), Tremont St.,  
*French and German.*
- WILLIAM FARRELL, Stoughton,  
*Latin, Greek, and Algebra.*
- E. A. GROZIER (of Provincetown), Dartmouth St.,  
*Latin, French, and Mathematics.*
- EMILY J. LADD, Lynn,  
*French, German, Botany.*
- HARRY J. LITTLE, Cohasset,  
*Geometry, N. Philosophy, French, Military Drill.*
- EDWARD J. NAGLE, Chelsea St.,  
*N. Philosophy, Algebra, Geometry.*
- CHARLOTTE W. ROGERS, Claremont Park,  
*Latin.*
- ANNE C. SOUTHWORTH, Stoughton,  
*Latin, Greek, Mathematics.*
- FANNY M. WEBSTER, }  
MARY ALBA WEBSTER, } Boylston St.  
*Latin and Greek.*
- J. F. WELCH,  
*Latin, Chemistry, Elocution.*
- GEORGE S. WRIGHT, Acton,  
*Latin, French, Mathematics.*
- LUCY WHEELOCK (Cambridge, Vt.), Boylston St.,  
*Greek, Chemistry, Mathematics.*



## REGULATIONS, ETC.

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NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.*

**VISITORS.**—Parents and guardians are the only persons for whom a student is allowed to leave a recitation; but messages brought by an authorized person will be delivered to the student by the Principals.

**EXAMINATIONS.**—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in such exercise at least one day in advance, so that he can be present during the whole of the examination.

**CERTIFICATES OF PROMOTION** in the English and Classical Departments below the first class are given at the close of the school year in July, only to those students who pass a satisfactory examination in every study pursued by their class; and no pupil who has more than one condition not made up by September will be allowed to join a higher class.

For the encouragement of pupils whose industry and health enable them to do the necessary work, promotions are also allowed at any time of year, on satisfactory examinations.

For *military* promotions, see page 50.

**SINGING.**—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without notes from home.

**HOURS.**—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Preparatory School have half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises begin at 8.45 o'clock. The Hall is open from 7½ to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements.

**AFTERNOON ASSISTANCE.**—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days

when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted. See pages 46, 47.

REPORTS of studies, conduct, &c., are furnished weekly (in the Preparatory School monthly), *to be returned, endorsed by the parent or guardian, on the day after they are given to the pupil.*

ABSENCE.—*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

WITHDRAWAL.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

MILITARY DRILL.—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company.

DETENTIONS.—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may make such arrangement for his dinner as they deem most advisable.
- (c) If they do not exceed four in number during a week, they can be put over to Friday afternoon or Saturday morning.

Parents can make any one of the above arrangements by seeing one of the Principals or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they

prefer to have all faults settled on the day they occur. But those exercises that come at long intervals, like *Composition*, *Abstract of Authors*, and *Declamation*, must be settled, so far as is convenient for the teachers, *on the day when they fall due*. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due, and also to see that they are completed in season; but in mathematics, no home aid should be given.

OMISSION OF SPELLING.—A student pursuing two extra languages, one of which is Latin or Greek, who does not miss a word in spelling lessons or in composition for ten consecutive weeks, may be excused from spelling for the remainder of the school year. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

Any such privilege will be at once revoked if careless spelling appears in the written exercises.

DIPLOMAS in the CLASSICAL DEPARTMENT are given to those graduates who are prepared to enter College.

DIPLOMAS in the ENGLISH DEPARTMENT are given to graduates who pass examinations in every study.

Only two variations are allowed from the regular course.

1. A diploma is sometimes granted to a student whose studies vary from the regular course, but who remains two years in the First Class, and does considerably *more* work than is required in that class.

2. Members of the First Class who *enter it without condition*, and who wish to be fitted for the Institute of Technology during the year, will be allowed, in consideration of the extra studies imposed for that purpose, to omit the following studies without forfeiting a diploma: Chemistry and Botany during the whole year, Book-keeping and Ancient History during the second half year.

Students from other schools who wish for a diploma must not only be a full year in the First Class and pass all the examinations, but must also pass the examinations of the Second Class.



SKETCHES OF THE WORK OF THE SCHOOL,  
AND OF ITS  
GENERAL MANAGEMENT.

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VISITORS

ARE welcomed at any hour, provided they will remain through the recitation ; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30.

ORDER OF EXERCISES.

Soon after the opening of the school year a printed Order of Exercises, telling, to a minute, the times of recitation, recesses, &c., is sent to each family for the use of the parents, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time when they are obliged to call on their children during school hours merely on business.

LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given twice a week from November to June. The subjects have been presented in simple

language, free from technicalities and with all necessary means of illustration, and have excited much interest among the pupils. No book has been used nor study required, but questions are asked on the previous lectures. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

The last ten lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

#### NATURAL HISTORY, BOTANY, AND MINERALOGY.

Weekly exercises in Natural History are held with the Fifth and Sixth Classes. The work consists of drawing from the objects, the study of the structure and the habits of animals, and the method of collecting and preserving specimens; *the lessons are taken from the objects themselves*, a large microscope being in constant use. The pupils are enthusiastic in the work, many of them having begun collections under the direction of the teacher of the department.

Botany is pursued regularly, beginning in the Preparatory Department and continuing in the Fourth and First Classes of the Upper Department. In the first part of the course the exercises are general in character, varying with the season, the pupils supplying to a large extent the specimens used. With the First Class the work is more in detail, a considerable portion of the time being spent in the analysis and classification of the plants of this locality.

MINERALOGY.—The study of minerals is taken up by the fourth class during the winter months.

This study consists in naming minerals at sight, in finding their characteristic marks, the places where they are found, and their uses.

Any contributions of ores from our friends will be of especial value at the present time.

#### CARELESS CHILDREN.

Boys sometimes enter the school, who, for various reasons, such as a naturally careless disposition, or want of previous training, cannot, even with the best intentions, undertake at once or even for a year, the full work of the average scholar, and fall into regular and careful habits. If too much is required of them at first, they are apt to become irritable and discouraged. Such boys can usually be eventually led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is vigorously insisted upon. They gradually find that they can do something as well as other boys, and are encouraged to persevere and do more. A boy of this description can often obtain a good education by remaining at school a year or two longer than the usual time, and will be able to begin a business life with a good knowledge of some things and a general improvement in habits which will be of incalculable advantage.

For such boys the course is recommended which is described on page 24.

#### EXTRA CHARGE FOR ABSENCE.

*From Report for 1873.*—Besides the minor examinations, thorough ones are held four times a year to



determine to what class each member of the school shall be assigned. Notices of these examinations are given one week in advance, and no excuse but illness will be accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be considered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to those scholars mentioned on page 24, who are doing only partial work, and who are understood to be members of the class for two years.

*From Report for 1873.*

## INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the extra class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematics are required for entrance there, and that all other studies may be laid aside in the preparation.

A good knowledge of the French language is required. Also of Grammar and Rhetoric.

## ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours; but if they really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in

Greek; the Book-keeper finds why his trial balance is wrong; here a poor reader is learning to become a good one, or the one already good is striving for excellence; in Composition the young boy is taught how to begin, and the advanced pupil is shown how to unfold his subject; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of our pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

#### HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See p. 24.

We have also mentioned that there is no class rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made on a new pattern expressly for our use, under the ap-



proval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

**SUNSHINE.**—In most school-houses in town some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of.

**SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.**—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses

have not been shortened ; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans ; but in the schools of France, Switzerland, and Germany, the study hours are longer than here ; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results of study in itself, if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast ; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

LUNCHEONS demand much more careful attention than they receive from some families.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision ; others have a good early dinner at the Restaurant of the Institute of Technology ; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to reduce after-school detentions to the lowest point consistent with discipline and thoroughness as mentioned on page 40, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil who finds some day on which the time assigned for lunch is all occupied by extra recitations, must immediately report the case, and arrangements will at once be made for him.

THE MILITARY DRILL is conducted with the design of giving to all boys who remain as much as three years in the Battalion, an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with battalion drill.

Privates of not less than a year's service, and whose proficiency in the manual of arms and steadiness while on duty makes them eligible, are appointed to be sergeants.

All the sergeants, except those appointed within six months, are allowed to present themselves for written examination when there are vacancies to be filled among the commissioned officers, and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one already partially trained ready to fill it at once, and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.



# Roster of Chauncy-Hall Battalion.

MAY, 1878.

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*Major*, F. A. PIERCE.

*Adjutant*, ROBERT BATCHELLER.

## Co. A.

*Capt.* J. H. BEALE, JR.

*Lt.* W. L. PUFFER.

## Co. B.

*Capt.* W. C. WINSLOW.

*Lt.* J. R. BRADLEE.

## Co. C.

*Capt.* J. R. COOLIDGE, JR.

*Lt.* J. G. COOLIDGE.

## Co. D.

*Capt.* A. G. WEEKS, JR.

*Sergeant Major*, O. C. BRYANT.

- 1 *Ser.* CHORICHI KIKKAWA.
- 2 *Ser.* R. W. MATTHEWS.
- 3 *Ser.* R. F. WINSLOW.

- 1 *Ser.* G. J. VICKERY.
- 2 *Ser.* L. A. WOOD.
- 3 *Ser.* W. D. BREWER, JR.

- 1 *Ser.* STANTON DAY.
- 2 *Ser.* C. H. ROLLINS.
- 3 *Ser.* E. PUTNAM.

- 1 *Ser.* F. G. ROSS.
- 2 *Ser.* F. B. COCHRAN.
- 3 *Ser.* F. E. BAACON, JR.

## EXHIBITIONS.

Great care is taken to avoid the objections often made justly against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. During preparation, the regular work is not changed, except sometimes in reading for those pupils who are preparing to read at Exhibition. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and it is a very enjoyable occasion for the scholars.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures. The exercises on that afternoon have their own value, in inculcating the value of good manners, perfect order, promptness, and self-reliance.

For several years it has been necessary to charge an admission fee, in order to lessen the crowd that formerly made the Exhibition so uncomfortable.

The receipts from this source to the amount of fifteen hundred dollars have been devoted to the foundation of a scholarship at Harvard College.

The music, as is customary in all other schools, is furnished by the pupils.

The system of prizes is fully described on page 54.

## ADVANCED KINDERGARTEN COURSE.

Next year there will be a new course for children ready to begin to learn to read, especially those who have had a Kindergarten course.

The children will have the more advanced Kindergarten employments, under the charge of Miss Balch, who has conducted the earlier exercises in the same department for the last two years. They will also take such elementary branches as are suitable for their age and acquirements.

The Kindergarten for children under seven years old will also be continued as hitherto. The results of the training received in this department have proved to be highly satisfactory both in themselves and in their effect on the further progress of the pupils.



## MEDALS AND OTHER PRIZES,

As certificates of a definite amount of accomplished work, for the year ending Dec. 31, are awarded at a public exhibition given in January or early in February. In order that there may be no improper emulation, there is no limit to the number. There are six grades of medals; three of gold and three of silver.

The *first grade* will be awarded to those pursuing two or more languages, in addition to the English; the *second grade* to those pursuing one language besides the English; the *third grade* to those pursuing English studies only.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10 of the following year.

If reports are lost, duplicates will be furnished if asked for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and keeping of his own reports.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning partly on one condition and partly on another will not be allowed.

**First. RECITATION CLAIM.**—For the *gold* medals there must be no low mark.

For the *silver* medals the number of low marks must not exceed five for the first, ten for the second, and fifteen for the third.

A pupil having many lessons marked *four* (which number denotes a merely passable recitation) will receive a medal one grade lower than the above scale indicates. Suitable reduction will be made for the omission of any study in the regular school course except those studies excused to boys studying both Greek and Latin. When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided* that in those languages there is no mark less than 5, *or* that, having not more than ten marks below 5, but not less than 4, the examination percentages are unusually high. On the same conditions English Defining may be omitted when the student studies three languages.

Pupils studying languages, and having failures in any department, will stand better in obtaining lower grades of medals than those who have English studies only; as an allowance of three failures will be made for a modern language, and of five for Greek or Latin. Two failures will be allowed to members of the Latin and French classes commencing in February. All altered marks for absence or tardiness on Reports not signed by one of the Principals, will count as low marks.

An altered recitation or examination mark on a Report not signed by the teacher who heard the lesson, will be counted as a low mark.

All absences not marked "Excused" on the face of the Report, with the signature of one of the Principals, and within a week from the time the Report is received, will count as low marks. *The only circumstances under which such excuses will be given, are illness, the marriage or death of a near relative, attendance at church with their families, and, in case of out-of-town pupils, a storm of such severity as to make attendance impossible; the lessons in these last cases to be made up.*

A student who is absent twenty-five days in the year for any reason whatever cannot take a medal under the first form of claim; if absent fifteen days, he will receive a medal one grade lower than otherwise.

Second. EXAMINATION CLAIM.—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on every study pursued by his class. He cannot take the average of several studies.

For the six grades the respective required per centages are in

Each branch of Mathematics—95, 93, 90, 85, 80, 75.

Other English Branches, each, 90, 87, 84, 80, 75, 70.

Each Language, 85, 85, 85, 80, 75, 70.

Examinations in Literature will include the course of out-of-school reading as well as those authors regularly studied in class.

As this form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold* if he has had more than five low marks; for the second, more than ten; third, fifteen; for the first *silver*, more than twenty; second, twenty-five; third, thirty.

The Regulations in regard to absence and tardiness will be the same as by the first form of claim, except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many low marks as they cause lessons to be lost. Absences through sickness will not be counted so rigidly as under the first form.

OTHER PRIZES.—Prizes of Books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals. Prizes are also given for excellence in some special department where the examinations are satisfactory in the other regular exercises. Elocution prizes depend to great extent on the marks for reading and declamation throughout the year; and to obtain the higher elocution medals a good knowledge of Shakespeare is required.

The Thayer Association give a gold medal for English Composition.

The Gold Medal of the Chauncy-Hall Association is awarded by former members of the School to the boy who is considered by his school-mates to be the best boy. A medal is also awarded in the same manner to the best boy in the Preparatory Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no low mark for conduct.*

## Medals and other Prizes awarded January, 1878.

---

*First Gold Medal,*

JOHN R. BRADLEE.

*Second Gold Medals,*

J. RANDOLPH COOLIDGE, JR.

STANTON DAY.

*Third Gold Medals,*

ROBERT BATCHELLER,

GEORGE B. BILLINGS,

ODIN B. ROBERTS.

*First Silver Medals,*

WALTER AUSTIN,

OLIVER C. BRYANT.

*Second Silver Medal,*

JOHN GARDNER COOLIDGE.

*Third Silver Medal,*

HENRY H. TURNER.

*Prize Book,*

ARTHUR T. BRADLEE.

*Gold Medal of Chauncy-Hall Association,*

FRANCIS A. PIERCE.

*Founder's Medal, Preparatory Department,*

WILLIAM W. ESTABROOK.

*Third Declamation Medal,*

ROBERT BATCHELLER.

*Second Composition Prize,*

JOSEPH H. BEALE, JR.

*Prize awarded by the Thayer Association for Composition,*

STANTON DAY.



# THE NEW-ENGLAND CONSERVATORY OF MUSIC,

Located at Music Hall, in the heart of Boston,

IS THE OLDEST CONSERVATORY IN AMERICA,

And the Largest MUSIC SCHOOL in the World.

*It has had more than 6,000 Pupils since 1867, and employs upwards of seventy-five efficient Teachers, among whom are some of the foremost artists and composers of the country.*

The rates of tuition are *exceptionally low*. FIFTEEN DOLLARS pays for tuition in Piano, Organ, Voice or Harmony, while the collateral advantages, consisting of Lectures, Concerts, Recitals, Sight-reading, Normal Instruction, Analysis of Piano, Organ and Vocal Works, etc., etc., make a total of ONE HUNDRED AND FIFTEEN LESSONS A TERM for every pupil who takes instruction in any department. IMPORTANT CONNECTIONS have been formed with

## CHAUNCY-HALL SCHOOL,

Boston University, and the Massachusetts Normal Art School.

---

FOUR TERMS A YEAR.

Beginning in September, November, February and April.

---

During the Summer vacation the New-England Normal Institute is held at East Greenwich, R. I. This Normal, located at a delightful *Seaside Resort*, furnishes the best facilities for *Literary, Musical and Art Culture*. Seventy-five eminent educators are engaged to give Lectures, Lessons, Concerts, etc.

---

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---

*The New-England Musical Bureau procures and fills situations.*

---

Send for Circulars of all the above Institutions to

E. TOURJÉE,  
*Music Hall, Boston.*

# NOTICE.

---

EXAMINATIONS for *classification* will be held on Monday and Tuesday, Sept. 9 and 10, between 9 and 2 o'clock.

One of the Principals will be at the school-house during August, on Wednesdays and Saturdays, from half past 9 to 1 o'clock, to make arrangements in regard to entrance, or attend to any school business;—also *daily*, on and after Sept. 2, from 9 to 2 o'clock.

The Beacon Street cars come within less than one block of the school house; and the West End cars, running both South and North, within less than two blocks.

It may interest friends of the school to know that our candidates for the Institute of Technology entered without conditions; that all the scholars presented for the final examination at College, five in number, entered, three without conditions; and that six, trying the preliminary examination at Harvard, all passed.

CUSHINGS & LADD.

450450

FIFTY-FIRST  
ANNUAL CATALOGUE  
OF



Chauncy-Hall School,

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),

**BOSTON.**

1878-1879.



1879 - 1880.

CALENDAR FOR THE FIFTY-SECOND YEAR.

---

1879.

September 8 and 9. . . . . Examination for Admission.

Pupils who cannot be present on these days may be examined later by making application.

September 10, . . . . . School opens.

September 29. . . . . Kindergarten opens.

November 19, . . . . . Winter Quarter begins.

Dec. 25 to Jan. 1, inclusive, Christmas Holidays.

1880.

February 4, . . . . . Second half-year begins.

April 14, . . . . . Summer Quarter begins.

May 24 to May 28, inclusive, Spring Holidays.

June 13, . . . . . Kindergarten closes.

July 1, . . . . . Summer Vacation begins.

---

**OTHER HOLIDAYS FOR 1879-80.**

Saturdays—Washington's Birth Day—Fast Day and the subsequent day—the 17th of June—Class Day at Harvard—three days in October—Thanksgiving and the subsequent day,—the day after the Annual Exhibition.

☞ The School also reserves the right of granting such other Holidays—not exceeding five in number—as may seem advisable.

---

The graduating exercises and the public promotions for the year 1878-9 will be on Tuesday, July 1.

**FIFTY-FIRST ANNUAL**  
**CATALOGUE**  
OF THE  
**TEACHERS AND PUPILS**  
OF  
**CHAUNCY-HALL SCHOOL,**

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),

BOSTON.

---

**1878-1879.**

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CONTAINING ALSO

*A Statement of the System and Principles upon which  
the School is conducted.*

---

BOSTON:

DAVID CLAPP & SON, PRINTERS, 564 WASHINGTON STREET.

1879.

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## INTRODUCTION.

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THE greater part of the contents of this catalogue has been included in previous numbers; but parents who have children now in school are respectfully requested to go over all the matter, to see if they are getting the full benefit of the advantages offered.

A close acquaintance with the regulations on pages 66-68 will often save trouble to parents, teachers, and pupils.

Strangers who are seeking a school for their children will find the general principles on which Chauncy Hall is managed explained between pages 28 and 59. If they give a careful perusal to the whole catalogue they will find that the different departments, Classical, Mercantile, Military, Scientific, furnish a complete course of school education, beginning with the KINDERGARTEN and PRIMARY DEPARTMENTS, and continuing through the UPPER DEPARTMENTS, in preparation for the University, the Institute of Technology, the Counting-room.

The number of teachers is so large, the organization so complete, the supervision so thorough, that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most high schools tends to the neglect of the English studies for the sake of the ancient classics; but this evil is prevented at Chauncy Hall by having a corps of classical instructors so unusually large in proportion to the number of pupils that the teachers in the English Departments are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

Arrangements are also made for a course without home study, for those whose health does not allow them to do the full work of the school. See page 16.

### SPECIAL STUDENTS

Are admitted to any class for which they are qualified. See pages 20 and 39.

### A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to other persons of mature age. See pages 22, 23.

Letters about the School should be addressed to the Principals ;  
those in regard to the Corporation, to the Treasurer.

---

## CORPORATION.

---

### DIRECTORS:

GEORGE B. CHASE, *President.*  
 BENJ. W. GILBERT, *Treasurer.*  
 NATHANIEL J. BRADLEE.  
 JAMES W. AUSTIN.  
 HERBERT B. CUSHING.

---

## SCHOOL.

---

### PRINCIPALS:

THOMAS CUSHING,  
 LATIN, GREEK, WRITING, AND SPELLING.

WILLIAM H. LADD,  
 ENGLISH LITERATURE AND COMPOSITION.

---

### TEACHERS:\*

MISS SUSAN D. NICKERSON,  
 PRIMARY DEPARTMENT.

OLIVER F. BRYANT,  
 PHYSICS, GEOGRAPHY, GRAMMAR, MODERN HISTORY, AND BOOK-  
 KEEPING.

\* Arranged by length of connection with School.

J. B. TORRICELLI,  
FRENCH, ITALIAN, AND SPANISH.

BENJAMIN F. NUTTING,  
DRAWING.

HERBERT B. CUSHING,  
GREEK AND MILITARY DRILL.

EDWIN DEMERITTE,  
LATIN, GREEK, AND MILITARY DRILL.

JAMES B. TAYLOR,  
LATIN, ENGLISH LITERATURE, AND ELOCUTION.

DR. ERNEST W. CUSHING,  
CHEMISTRY AND PHYSIOLOGY.

ARTHUR C. BOYDEN,  
MATHEMATICS, NATURAL HISTORY, AND VOCAL MUSIC.

MISS ALICE H. BALCH,  
ADVANCED KINDERGARTEN.

MISS LAURA E. TILESTON,  
KINDERGARTEN.

MISS MARY E. PEIRCE,  
GERMAN, ANCIENT HISTORY, AND COMPOSITION.

MISS A. A. BRIGHAM,  
DRAWING AND ARITHMETIC.

MRS. ABBIE F. HARRIS,  
ARITHMETIC AND READING.

In the school year 1879-80, a French teacher will give daily instruction in French conversation.

Mrs. MARY GREGORY, of the Boston University School of Oratory, will give instruction to the young ladies—both regular and special students—in Vocal Training.



## SPECIAL ADVANTAGES.

---

THE following summary of some special advantages is made for persons, unacquainted with the school, who may not have time to read the whole catalogue.

The success of its candidates at College (see page 42) and the Institute of Technology.

The attention to good manners and business habits; and the fact that the business education is not confined to Arithmetic and Book-keeping; but gives such broad and generous culture as is demanded for a high position in the mercantile community. See pages 43-44.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 42, 49.

The abundant aid furnished to pupils who need extra assistance. See pages 47-48.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pages 37-39.

The arrangement of study, particularly that of natural science, so as to develop the faculties in natural order, starting from observation.

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.

The courtesy shown by old members to new-comers.

Arrangements for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 35, 36 ; 53, 55.

THE RETAINING OF THE TWO GREAT ADVANTAGES of the best public schools, namely—

Thorough discipline ;

The mingling of a large number of pupils, which is so valuable in training a boy for his future duties as a citizen.

FREEDOM FROM THE DISADVANTAGES of public schools :

In having no class rank. See page 48.

In the few branches taken by each teacher. Pages 29, 30, 40.

In having no semi-annual change of teachers.

In an amount of personal attention impossible in any public school.

In making its own regulations, so that it can meet the reasonable wants of individual cases without consulting any higher authority. See page 16.

In keeping a healthy moral sentiment, not only by the exclusion of boys of bad character, but by privately dismissing any pupil whose moral influence seems objectionable, without the necessity of public investigation or proving any particular offence on his part.

## UPPER DEPARTMENTS.

---

**TEACHERS.**

THOMAS CUSHING,  
Latin, Greek, Writing, and Spelling.

WILLIAM H. LADD,  
English Literature and Composition.

OLIVER F. BRYANT,  
Physics, Geography, Modern History, and Book-keeping.

J. B. TORRICELLI,  
French, Italian, and Spanish.

BENJAMIN F. NUTTING,  
Drawing.

HERBERT B. CUSHING,  
Greek and Military Drill.

EDWIN DEMERITTE,  
Latin, Greek, and Military Drill.

JAMES B. TAYLOR,  
Elocution and Latin.

ARTHUR C. BOYDEN,  
Mathematics, Natural History, and Vocal Music.

ERNEST W. CUSHING,  
Chemistry and Physiology.

MISS MARY E. PEIRCE,  
German, Ancient History, Mathematics.

MISS A. A. BRIGHAM,  
Drawing and Arithmetic.

MRS. A. F. HARRIS,  
Reading and Arithmetic.

## PUPILS.

Names.	Residences.
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Walter Austin, . . .	} Arlington St.
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Francis E. Bacon, Jr., . . .	
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Henry C. Brewer, . . .	JAMAICA PLAIN.
Sylvester B. Breed, . . .	LYNN.
Arthur H. Brown, . . .	“
C. R. Brown, . . .	S. BOSTON.
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Frederic W. Calden, . . .	Tremont St.
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Arthur H. Choate, . . .	Tremont St.
Arthur T. Clark, . . .	Worcester St.
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J. Eugene Cochrane, . . .	} MALDEN.
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J. Randolph Coolidge, Jr., . . .	} Beacon St.
John Gardner Coolidge, . . .	
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Henry W. Dale, . . .	Sharon St.
Harrie L. Davenport, . . .	MILTON.



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Charles C Doe, . . .	Columbus Av.
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Thomas Lang, Jr., . . .	MALDEN.
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Weston K. Lewis, . . .	Worcester St.
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Smith A. Mowry, . . .		"
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William L. Puffer, . . .	}	BOSTON HIGHL'DS.
Mary P. Puffer, . . .		
Frederic E. Puffer, . . .		
*Ernest Putnam (of Wilton, N. H.), . . .	}	NEWTON.
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William B. Richardson, . . .		Tremont St.
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Frederic G. Ross, . . .		IPSWICH.
Edward E. Rose, . . .		CHARLESTOWN.
Abbott L. Rotch, . . .		Commonwealth Av.
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Chester Stiltz (of Williamsport, Pa.), . . .	}	Bromley Park.
Thomas Talbot, Jr., . . .		
Fred. H. Taplin, . . .		BILLERICA.
		HYDE PARK.

\* Deceased.

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H. Allen Tenney (of Worcester), . . .	} Columbus Av.
Amos L. Townsend (of New York), . . .	
Henry I. Turner, . . .	Boylston St.
Wm. L. Verhoeff (of Louisville, Ky.), . . .	} Temple St.
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Fanny M. Webster, . . .	} Boylston St.
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Winthrop C. Winslow, . . .	Rutland St.
Lewis A. Wood, . . .	NEWTON.
Herbert Woods, . . .	Union Park.

LIST OF STUDIES

IN

THE FULL REGULAR COURSES.

---

Many years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

Daily out-of-school study is required. (For course requiring no home study, see page 16.)

The arrangement is designed so as to develop the faculties according to nature, by cultivating the power of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning.

---

GENERAL EXERCISES.

Abstracts of Authors, by the First, Second, and Third Classes, Sept. 29, Oct. 20, Nov. 10, Dec. 1, 22, 1879; Jan. 19, Feb. 16, March 8, 29, April 19, May 10, June 7, 1880.

Compositions by all the classes except the Sixth—Oct. 6, 27, Nov. 17, Dec. 8, 1879; Jan. 5, 26, Feb. 23, March 15, April 5, May 17, June 14, 1880.

Declamation every third week.

Military Drill four times a week.

Short Lectures on Physiology and Hygiene.

Vocal Music.

Writing in copy books.

Written Spelling Lessons every day.



## ENGLISH DEPARTMENT.

## SIXTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Oral Lessons in Grammar;  
 Decimals, Divisors, Multiples, and Fractions;  
 Oral Arithmetic;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Oral Lessons in Geometry;  
 Drawing;  
 Stories from Mythology and Poetry.

## FIFTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Oral History of the United States;  
 Grammar;  
 Oral Arithmetic;  
 Written Arithmetic; Measures (including Metric System); Simple rules of Percentage;  
 Reading and Defining;  
 Oral Lessons in Natural History;  
 Geometrical Drawing;  
 Drawing.

## FOURTH CLASS.

Geography;  
 Map Drawing from Memory;  
 Grammar;  
 Geometrical Problems;  
 Business Arithmetic;  
 Reading: School Days at Rugby;  
 History of the United States;  
 Defining;  
 Oral Lessons in Botany;  
 Drawing;  
 Oral Lessons in Mineralogy.

## THIRD CLASS.

Geography;  
 Map Drawing from Memory;  
 Grammar;  
 History of England;  
 Arithmetic;  
 Practical Exercises in Geometry;

Algebra, through Factoring;  
 Drawing;  
 Scott's Poetical Works;  
 Defining;  
 Natural Philosophy, Oral.

## SECOND CLASS.

Grammar;  
 History of Rome;  
 Constitutional History of the U. S.;  
 Physics;  
 Wilson's Punctuation;  
 Arithmetic, including the Metric system;  
 Ray's Higher Algebra;  
 Geometry;  
 Defining;  
 Irving's Works.

## FIRST CLASS.

History of Greece and Ancient Geography;  
 Geography reviewed;  
 Defining;  
 Arithmetic, including the Metric system;  
 Ray's Higher Algebra;  
 Chemistry;  
 Geometry;  
 Book-keeping;  
 Shakespeare;  
 English Authors;  
 Botany;  
 Modern Revolutions.

## EXTRA CLASS.

History of France;  
 Freeman's General History;  
 Tyndal's Forms of Water;  
 Defining;  
 Higher Algebra;  
 Geometry;  
 Trigonometry;  
 Shakespeare;  
 English Authors.

## CLASSICAL DEPARTMENT.

## SIXTH CLASS.

Harkness's Latin Grammar ;  
Leighton's Latin Lessons.

## FIFTH CLASS.

Harkness's Latin Grammar and  
Leighton's Latin Lessons ;  
Harkness's Latin Prose Composition ;  
Principia Latina, Part II.

## FOURTH CLASS.

Latin Grammar and Composition ;  
Cæsar's Commentaries ;  
Goodwin's Greek Grammar and  
White's First Lessons in Greek.

## THIRD CLASS.

Latin and Greek Grammar and Com-  
position ;  
Selections of Latin Prose and Latin  
at sight ;  
Xenophon's Anabasis, begun.

## SECOND CLASS.

Latin and Greek Grammar and Com-  
position ;  
Virgil's *Æneid* and *Bucolics* ;  
Latin at sight ;  
Xenophon's *Anabasis*, and *Hellenica* ;  
Herodotus.

## FIRST CLASS.

Latin and Greek Grammar and Com-  
position ;  
Cicero's Orations ;  
Herodotus ;  
Homer's *Iliad*,

## TIMES FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed annually in September, and the course of preparation for Harvard College occupies six years. This time may be shortened when the age and progress of the pupil make it expedient. It is most advantageous for pupils to join the sixth Latin class at the same time that they enter the fifth class in the English department. Pupils intended for College lose time in preparation, if their Latin is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are made short.

Those who take up Latin in February should do so when in the sixth class in English studies.

Greek is begun at the end of the second year of Latin.

## MODERN LANGUAGES.

## FRENCH CLASSES.

Otto's French Grammar, by Bocher;  
 Bocher's French Reader;  
 Chardenal's Exercises;  
 Fables d'Æsop;  
 Selections from the Classics, &c.;  
 Taine's Notes on England;  
 " " " Italy;  
 Ancient and Modern French Plays.

## ITALIAN CLASSES.

Toscani's Italian Grammar;  
 Green's Method;  
 Pellico's Works;  
 Manzoni's Works;  
 Dall'Ongoro's Works;  
 Selections from the Classics.

## SPANISH CLASSES.

Jose's Spanish Grammar;  
 Ahn's Method;  
 Fernan Caballero's Works;  
 Trueba's Works;  
 Selections from Old Writers;  
 Ancient and Modern Plays.

## GERMAN CLASSES.

During the first half year, most of  
 the instruction is oral.  
 Der Leitfaden, von Heness;  
 Stories by Zschokke and others;  
 Schiller's and Goethe's Dramas;  
 Eysenbach's German Grammar.

☞ Classes in French are usually formed in February and September; in Spanish and German, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

## SPECIAL COURSE,

## REQUIRING LITTLE OR NO HOME STUDY.

A wise request for fewer hours of study is often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend. If they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need; and the large number of families that have already availed themselves of the arrangement shows that it is supplying a long needed want. It is

known in school as the "two-years' course," and is managed as follows :

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies ; the next year, he reviews what he has been over, and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority ; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of every class in school.

This course is also earnestly recommended for young pupils who are giving UNUSUAL ATTENTION TO LANGUAGES, and for those of any class who require much HOME TIME FOR MUSICAL INSTRUCTION. See deduction in terms on p. 19. For prizes in this course, see p. 72.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See pp. 20, 21.)

The two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.



**TERMS \*****For the School Year 1879-80, for the  
UPPER DEPARTMENTS.**

Payable quarterly, Oct. 1 and Dec. 10, 1879; Feb. 25 and May 5, 1880.

[For terms of lower departments, see pages 24-27; and for Special Students, see page 21.]

**CLASSICAL COURSE, \$200.**

Including the ancient and modern languages and English branches, required for admission to Harvard, and the general exercises on page 13.

Young pupils, taking no language but Latin, \$165.

**ENGLISH COURSE.**

High-School Department, Classes I., II., III., \$160.00

Grammar-School " " IV., V., VI., \$140.00

One language, . . . . . \$25.00

One or more additional modern languages for  
the first half year of study, \$15.00

do. do. for the second half year, no charge.

The use of all English Class-books (not including the authors assigned for home reading), and Stationery of all sorts, furnished to pupils in the Upper Departments for two dollars a quarter.

A pupil beginning a quarter is responsible for the whole of it; and no claim for allowance on account of absence is admitted, except by agreement at or before the beginning of the quarter.

No variation is made from these terms, for the omission of any one or more of the English studies, when a seat in the school is retained; and when instruction is desired *at any other than regular class hours, an extra charge will be made*, according to the time occupied, except under the circumstances mentioned on pages 47, 48.

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year; and no deduction will be allowed on the summer quarter if they leave school before its close.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 51.

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\* While no variation is made from these terms except where there is positive inability to meet them, it has been our privilege several times to assist deserving students by making a reduction to suit their circumstances, and we have had the pleasure of seeing them win positions of usefulness and honor in the community. No persons but the Principals know anything about these private arrangements.

All damage to furniture will be charged at the actual cost of repairs.

Pupils are received at any time, if there are vacancies, the charge after the first two weeks of the school year beginning from the week of entrance; but if extra teaching is necessary to make up lessons which the class has previously been over, the charge will begin from the first week of the quarter.

#### DEDUCTIONS.

When two or more pupils from one family attend *through the entire year*, a deduction of twenty dollars will be made on the fourth quarterly bill of each year for each member of said family in the Classical Course or in the High School Department of the English Course, and of fifteen dollars for each member of the Grammar School Department.

A pupil who has been in the Upper Department seven years may remain another year, if satisfactory in deportment, without charge for English branches; and the tuition for languages will only be that charged for a regular student.

When a pupil in the English course remains two entire years in a class below the first, tuition for the last quarter will be free except for languages, which will be \$7 a quarter each.

A large deduction is made to teachers and clergymen.

A deduction of \$13 will be made at the end of the first year in the Upper Department for a pupil who has spent a full year in the Primary Department.

A discount of six per cent. is made on a full yearly bill paid in advance.

## SPECIAL AND POST-GRADUATE STUDENTS.

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- CLARA W. AUSTIN, . . . . . W. Brookline St.  
*Latin, Physics.*
- MARY BLANCHER, . . . . . W. Newton St.  
*Botany, Mineralogy.*
- DANFORTH R. DUNN, . . . . . Hotel Hamilton.  
*Arithmetic, Book-keeping, Literature, Composition.*
- NELLIE B. FERGUSON, . . . . . Clarendon St.  
*German, Physics, History, Composition.*
- ABBY M. LOVEJOY, . . . . . W. Roxbury.  
*Latin, French, Shakespeare.*
- CLARA MCDUGALL, . . . . . Tremont St.  
*Composition, Elocution, Physics, Literature.*
- MINNIE F. MUNROE, . . . . . Cambridge.  
*Greek, Latin.*
- GISABRO NAKAWARA, . . . . . of Japan.  
*Algebra, Geometry, Arithmetic.*
- HARRY C. SMITH, . . . . . Myrtle St.  
*French, Arithmetic, Book-keeping.*
- PERCIVAL S. HOWE, . . . . . Brookline.  
*Latin, French, Composition.*
- FRED A. WHITNEY, . . . . . Watertown.  
*English Literature, History, Arithmetic.*

## TERMS FOR SPECIAL STUDENTS.

By the quarter, *invariably in advance*, for instruction in class hours only. Deportment must be faultless.

Composition, Drawing, Spelling, Botany, Mineralogy, and Natural History, \$5 each; Composition, every week, \$10; Geography, ancient and modern, one class, \$10, more than one, \$15; Penmanship, \$10; Book-keeping, English Grammar and Punctuation, (counted together), Physics, Chemistry, Military Drill, Elocution, \$15 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$20; History of one country, \$10; Mathematics, one branch, \$15, two, \$25, three, \$30; Shakespeare and General Literature, three lessons per week, \$15; Milton, Scott, Irving, Tennyson, and other authors, two lessons each per week, \$10 each; Modern Languages, one, \$15, two, \$25; Latin or Greek, daily, \$25, both, \$45; one ancient and one modern language, \$35. For \$60 a quarter, any studies may be taken that the student can pursue with thoroughness.

**SPECIAL BUSINESS COURSE:** Book keeping, Arithmetic, Composition, and Penmanship, \$35.

No regular pupil who falls behind his class on account of idleness, will be received as a Special Student in more than four branches.



## POST-GRADUATE COURSE,

For GRADUATES of HIGH SCHOOLS who are not able to take a four years' course of higher education, but who would like a year of broader study than is offered by the curriculum of any preparatory school.

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There are also ladies and gentlemen *not* fresh from school, but fond of certain studies which they have not had the opportunity of fully pursuing, who would like the guidance and help of instructors and the stimulus of companionship.

### THE LITERARY COURSE

will be conducted with especial regard to general knowledge and the information demanded by society.

Much of the work proposed corresponds with that of the first and second years at College.

In ENGLISH LITERATURE the basis of a solid year's reading will be furnished in the study of portions of the works of

The leading poets from Chaucer to Tennyson ;  
The most eminent prose writers ;  
Translations of Homer and Virgil.

### SCIENTIFIC COURSE.

In HISTORY, a thorough course of reading will be assigned, in regard to the country or period that the student selects.

Vocal practice in Elocution, essays, abstracts of books read, and discussions on literary and historical subjects, will accompany the studies of this department.

CHEMISTRY. The well-furnished laboratory of the School, with the apparatus and preparation obtained in Vienna by Dr. E. W. Cushing, affords special facility for study and practice.

BOTANY,

MINERALOGY,

## MATHEMATICS.

*Higher Algebra. Solid and Spherical Geometry. Trigonometry.*

## LANGUAGES.

LANGUAGES will not be included strictly in either course, but, as in the regular school course, will be extra, though open to all and carefully provided for. Latin authors, such as Livy, Cicero, and Horace, will be studied. Latin prose reading at sight will be practised with an instructor. French and German authors will be read with an instructor.

Those not capable of joining the advanced classes in languages will have an opportunity of joining those in the undergraduate department.

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The equivalent of a Normal-School education may thus be obtained by those proposing to become Teachers, with the great additional advantage of witnessing all the processes in the various departments of a large school, as carried on by experienced teachers.

## SPECIAL STUDENTS.

Any lady or gentleman may attend the lectures, readings, and recitations, without liability to questioning or examination, on payment of the regular terms, either for a full course or separate studies.

Application before Sept. 1st will facilitate arrangements for next autumn.

## THE TERMS FOR POST-GRADUATE STUDENTS

Are the same as for Special Students, except that persons, who pass an examination such as is required to graduate from the first class of Chauncy Hall, will not be charged more than the regular rates for the undergraduate departments, no matter how many studies they take.

## PRIMARY DEPARTMENT.

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### EXERCISES.

Oral Lessons in French;  
 Oral Lessons in Botany;  
 Reading;  
 Singing;  
 Spelling;  
 Swinton's Word Book;  
 Colburn's First Lessons;

Hagar's Primary Arithmetic;  
 Hagar's Elementary Arithmetic;  
 Mrs. Hall's Primary Geography;  
 Drawing;  
 Penmanship;  
 Recitations of Poetry.

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TERMS:—\$50 for the first half year, payable Nov. 19, 1879.

\$38 " second " " March 26, 1880.

Books and Stationery, two dollars a half year.

A pupil who remains in this Department a full year is allowed \$13 deduction at the end of his first year in the Upper Department.

[For terms of Upper Departments see pages 18, 19.]

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### \*TEACHERS.

MISS SUSAN D. NICKERSON,  
*Arithmetic, Botany, Geography, Reading, Spelling.*

THOMAS CUSHING,  
*Penmanship.*

MISS LUCY WHEELLOCK,  
*Singing.*

MISS MARY E. PEIRCE,  
*French Conversation.*

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There is also a special Teacher of Drawing.

\* Next year, Mrs. MARY GREGORY, of the Boston University School of Oratory, will give instruction in Vocal Training.

**PUPILS.**

Names.	Residence.
Herbert R. Atwood, . . .	Columbus Av.
Frederic Blake, . . .	} Washington St.
Arthur Blake, . . .	
Henry G. Bradlee, . . .	Beacon St.
Emma S. Cogswell, . . .	Boylston St.
Florence A. DeMeritte, . . .	HYDE PARK.
Joseph W. Foster, . . .	Berwick Park.
Nathaniel L. Francis, . . .	Boylston St.
John Hitchcock, Jr., . . .	Union Park.
Harry C. Hill, . . .	“ “
Barton P. Jenks, . . .	Shawmut Av.
Frederic H. Lewis, . . .	Worcester St.
Barton C. Moore, . . .	} Boylston Place.
Bessie C. Moore, . . .	
Lewis N. Roberts, . . .	Tremont St.
Herbert Small, . . .	Montgomery St.
Theodore C. Tebbets, of Lynn,	American House.
George H. Tinkham, . . .	Montgomery St.
Davis R. Vail, . . .	Chester Sq.
Guy W. Walker, . . .	Rutland Sq.
Arthur G. Wood, . . .	“ “



## ADVANCED KINDERGARTEN.

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This includes the higher Kindergarten employments, Reading, Writing, oral teaching in French, and Vocal Music.      See page 58.

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TERMS :—\$87.50, from Sept. 29 to June 13, payable Dec. 2.

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*Teacher.*

MISS ALICE H. BALCH.

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### PUPILS.

Names.	Residence.
Mary C. Burnham, . . . .	Commonwealth Av.
Arthur Beebe, . . . .	Beacon St.
Edith Batcheller, . . . .	Hotel Berkeley.
George Batcheller, . . . .	Boylston St.
Harold Brown, . . . .	Dartmouth St.
Augusta Endicott, . . . .	Newbury St.
May Guild, . . . .	Columbus Av.
Alice Greenough, . . . .	Arlington St.
Minnie Haskell, . . . .	Dartmouth St.
May Jackson, . . . .	Hotel Berkeley.
Willie Newton, . . . .	Marlborough St.
May Pratt, . . . .	Commonwealth Av.
Henry Symonds, . . . .	Columbus Av.
Nellie B. Tinkham, . . . .	Montgomery St.
Blanche Walker, . . . .	Rutland Sq.
Kitty Wentworth, . . . .	Charles St.
Paul Washburn, . . . .	Newbury St.

## KINDERGARTEN.

TERMS:—\$75, from Sept. 29 to June 19, payable Dec. 2.

*Teacher.*

MISS LAURA E. TILESTON.

## PUPILS.

Names.	Residence.
Harry Batcheller, . . .	Boylston St.
Edward C. Bradlee, . . .	Beacon St.
Constance J. Cushing, . . .	Boylston St.
Winslow Churchill, . . .	Hotel Vendome.
George De Meritte, . . .	HYDE PARK.
William Greenough, . . .	Arlington St.
Hamilton Hill, . . .	St. James Av.
Helen Jordan, . . .	Marlboro' St.
Frances Lee, . . .	Commonwealth Av.
Emily Newton, . . .	Newbury St.
Emily Pratt, . . .	Beacon St.
Rebecca Tinkham, . . .	Montgomery St.
Karl White, . . .	Beacon St.

Mrs. Henriette V. Cushing, who has superintended these Kindergartens from their first establishment, will, next year, have the personal supervision of both classes.

# STATEMENT

OF THE SYSTEM AND PRINCIPLES UPON WHICH CHAUNCY-  
HALL SCHOOL WAS ESTABLISHED IN 1828,  
ITS FIFTY YEARS' WORK, AND PRESENT  
POSITION AND PURPOSES.

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*From the Fiftieth Annual Report.*

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THE close of fifty years of the existence of Chauncy-Hall School seems to afford a proper opportunity for a brief statement of its origin, the principles on which it was founded, with their present application, and the work it has tried and still tries to accomplish.

It had been found in the previous experience as a teacher of its energetic and far-sighted founder, the late G. F. THAYER, that there was a demand for an education less limited than was afforded fifty years ago by the Grammar Schools of the city, the Public Latin School, or any private institutions. From their organization, they confined themselves of necessity to a range of studies supposed to be sufficient to fit their scholars, in the narrowest sense, for the common industries of life or for a college examination in the classics and mathematics. A great deal of the knowledge and culture so desirable for the man, the citizen, and the gentleman, was, so far as the schools were concerned, a sealed fountain to the pupils. The chief reason for this state of things was that advantage had not been taken of a very important principle or rule of action, which has been one of the most efficient elements in developing modern civilization and physical well-

being, viz. *Division of Labor*, which, though introduced extensively in the various branches of mechanical industry, and in some degree in Colleges, was but slightly used in schools, either public or private. In the country, a single teacher often had the charge of pupils from five or six years of age to adult manhood or womanhood, requiring, even though the whole number was small, an extreme sub-division of time for the numerous classes thus made necessary, and rendering the instruction extremely hasty and unsatisfactory. The public schools of Boston attempted little more than a division according to ages, the separation of what were called the Writing and Reading Schools, and the maintenance of the Public Latin School for the preparation of those intended for College. The private schools of the day were taught by men of high scholarship, several of whom attained distinction, subsequently, as authors and professional men; but they had very little scope for their abilities or accomplishments in schools founded upon the false principle of everything being done by one man, and being often patronized for that very reason by those having no correct idea of the true economy of labor. Nothing could be more erroneous than trying, through the agency of a single man, however skilful or learned, to give a good general education to the ordinary range of ages, abilities, and wants contained in a single school of however moderate size. The only way in which he could possibly operate to advantage would be upon a single class of the same age and degree of preparation and of similar aims in life; nor could he do this unless he united in himself the unusual combination of a high degree of knowledge in the classics, modern languages, mathematics, sciences, rhetoric, and elocution, with equal skill and ability to teach them, to say nothing of



such accomplishments as penmanship, music and drawing. Such a union of advantages would be extremely rare, nor could such a class be expected to hold together long enough or to be sufficiently profitable to give permanent and adequate support to a competent teacher. In fact, small private schools have almost always been short-lived. Scores of them have been opened and given up within a generation, though often taught by men of eminent talent, who soon realized that there was no satisfactory field for their powers under such circumstances. Mr. Thayer's experience in previous schools, and his natural sagacity, led him to see that the DIVISION OF LABOR IN INSTRUCTION and the DEPARTMENTAL SYSTEM, were necessary to found and build up a permanent school, where a broad and thorough education might be given, and where the teacher might feel that he was using his time and powers to advantage.

To do this required a suitable building in a central position, large enough to hold a sufficient number to try the experiment necessarily costly, and so much in advance of the school architecture and accommodations of the times as to be attractive to those seeking comfort and refinement in connection with instruction. To erect this was a bold step, and required an amount of risk and responsibility not often taken by teachers. Many thought him crazy to incur them. The idea of any but the rudest rooms and furniture for scholars was thought preposterous, and any changes from the systems (or want of systems) in vogue were considered foolish and unnecessary. But Mr. Thayer was a man not easily discouraged. He had the steady courage of a veteran to sustain his natural enthusiasm. His character as a man and his standing as a teacher enabled him to carry his point and establish his new

school in the place and on the basis that he desired ; and when, one pleasant spring morning in the year 1828, a merry procession of satchel-bearing boys marched down from the rude building and surroundings of Harvard Hall to the more refined and healthy neighborhood of Chauncy Place, to the carefully planned and commodious Chauncy Hall, it almost marked a step in educational progress ; for it proved that the man would be sustained in Boston, who provided comfortable, healthy, and refined school accommodations and a broad and liberal course of training and instruction. When, some years after, came the general revival of education and school architecture under Horace Mann and the American Institute of Instruction, the school was constantly visited by committees to become convinced that school-boys could sit on chairs, that windows could be made to open from the top, that school-rooms could be equably and comfortably warmed, as well as that much more could be done for the mental and moral development of the pupils by a suitable distribution of the labor among able teachers specially skilled in their respective branches.

The school was soon filled to its proposed number, and was organized with Departments of Mathematics, Ancient and Modern Languages, Rhetoric and Elocution, and an English Department including Grammar, Geography, Natural History, and Philosophy ; also with a Preparatory Department of young children in training for the Upper School.

Soon after, the school led the way in showing that Vocal Music could be successfully taught to the great majority of scholars, by giving Dr. Lowell Mason his first opportunity in Boston to demonstrate it, and Drawing was also introduced under Mr. Græter, an eminent teacher of the day. So much were these

appreciated at the time that members of other schools sometimes asked and obtained the privilege of attending at Chauncy Hall at the appointed hours, and participating in the lessons.

Many excellent men and good teachers have been connected with the school during its life of half a century. It is impossible to speak of them here as they deserve, but it may revive some memories of their youth in the older surviving former members of the school to merely read the names of Durgin, Watson, Grund, Hoyt, Beleher, Piekering, Pelletier, Lanza; and in the Preparatory Department, of Misses Bond, Tilden, and Healey. It would hardly be proper, however, to leave the subject without alluding more particularly to one gentleman long connected with the school, who gave it a very strong impulse in a particular and most desirable direction, and who also did more perhaps for the cause of education in general than any other private teacher — the late Prof. William Russell, who is still remembered with gratitude by many whose youthful tastes he helped to form, some of whom have since attained eminence as writers and public speakers. Those who knew him will confirm the assertion that it would be difficult, if not impossible, to find his peer among our teachers, past or present. In knowledge almost encyclopædic, in taste pure, in manners refined and elegant, in disposition gentle and patient, he did not fail to produce a very strong impression on the school during his connection with it, and to develop tastes and powers much above the usual school level. He inspired a love for elegant literature, and for the proper expression of ideas by voice and pen, in prose and poetry, that marked his pupils at the time, and has remained as one of the prominent characteristics of the school to the present



day. Writers in as different fields as Parkman the historian, Tuckerman the essayist, and Jarves the art critic, received their first impulse toward literature and early training at his hand, while members of Chauncy Hall, and they have never ceased to be grateful to him. Such a man is a power in any position where he teaches; one whose influence cannot be measured by his services while there. They pervade the community and affect future generations.

It was a prominent feature in the plan of the school, as conceived by its founder, to make an opportunity for himself as principal, to influence for good the morals, habits, and manners of his pupils. Having them all before him at the opening hour in the morning, he used the events of the day, or the examples good or bad of school life, as texts for short but pithy and animated remarks on such topics as justice, magnanimity, truth, purity, uprightness, and other virtues, as contrasting with meanness, dishonesty, falsehood, and indecency, which went home to many a heart and conscience, and which are still remembered and bear fruit in the lives of his hearers. The manners and politeness of a gentleman were always insisted on in the daily life and conduct of a school-boy, and an example was always afforded in his own unfailing courtesy.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. All who professed to give scholarship on any other conditions than persistent and conscientious labor on



the part of the scholar, were set down as literary impostors and educational quacks ; and all books, holding forth promises that all can master their contents with equal ease by obeying certain directions, were placed in the same category of ignorance or dishonesty. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means confine himself to that which he liked to do, a species of intellectual effeminacy destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it ; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in our best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered our colleges, annually, since 1834 to the number of about two hundred. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take his first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influences and instruction of the school, thus affording a strong argument in favor of its principles and system.

After a life of zealous and conscientious labor, the founder of the school passed away, leaving, as his best

monument, his influence upon his pupils. His successors, either trained under the roof and guidance of the school, or bringing new light and experience from other fields, have done their best to keep up its character and carry out its system and principles with such changes and additions as seemed demanded by the wants of the day and the present state of education.

After forty years' sojourn in Chauncy Place and Street, the advancing tide of business made it necessary to seek new quarters; blooming gardens and quiet footpaths having given place to lofty and crowded stores, and to the jar and din of heavy wagons.

The next step was to Essex Street, from which, after five years' stay, the fire of May, 1873, compelled another removal.

After much deliberation, the present site in Boylston Street was thought to combine the most advantages; and by the kind interest of old pupils and new school friends, a corporation was formed and a school-house erected far surpassing either of its predecessors in size, beauty of finish, adaptation to the system of the school, and appliances for the health and comfort of the pupils. The neighborhood is open, light, and airy, with ample room for play, and ornamented by public institutions of an instructive and refining character.

As the original Chauncy Hall was intended to combine all that was known or could be contrived for the health and comfort of its occupants, and took a long step in advance of the school-houses of its day, so every effort was made to make the present school-house an advance upon the structures of the present time, in many of which the laws of Hygiene are greatly neglected.

Such ill success has attended the attempts to ventilate most of our public buildings that it has been almost doubted whether ventilation is a possible thing. The

question has been solved, however, by the expenditure of sufficient money at the right stage of building, to construct proper apparatus, and by the constant expenditure of both money and trouble to keep it in full, working order. A visit to some of the rooms of the building; after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

The Heating Apparatus, also, does its work perfectly, giving an equable and full supply of moderately heated and pure fresh air in all parts of the building, and at all times of day. One secret of the success of these two very important parts of the school apparatus, is a sufficient outlay both of money and personal trouble. Without these, there never can be comfortable heating or efficient ventilation.

It remains to consider where the school now stands; how much of its original system and principles it is prepared to hold fast if it should last another fifty years; what additions it has made to its course of studies; what changes in its discipline or modes of conducting its exercises; what are some of its present advantages.

The advantages of the DIVISION OF LABOR in Instruction and of the DEPARTMENTAL SYSTEM are most emphatically reaffirmed. Without them the school could not exist and do its present work.

No easier road to thorough knowledge on any subject has been discovered than through persistent and careful labor. The number of heaven-born geniuses who can dispense with this is so few that they need enter into no teacher's plans or calculations. The teachers will do their utmost towards opening and smoothing the paths to learning, but the scholars must apply their



own powers to advancing upon them and conquering the difficulties for themselves.

The school has twice as many teachers as at first, and two additional departments, viz.—The KINDERGARTEN and the MILITARY.

An excellent GYMNASIUM is attached to the Drill Hall, open to members of the Upper Departments.

The Classical and Mathematical courses have been considerably extended, so as to cover the requisitions of our highest colleges and scientific schools. Instruction in the Metric System forms a part of the Mathematical course, and the importance of its general use is impressed upon the pupils.

#### CHEMISTRY

Is now taught by an experienced teacher more elaborately than it could be formerly, as there is a Laboratory in the school-house fitted with every convenience for experiment and analysis by the class pursuing that study.

#### THE LITERARY AND RHETORICAL DEPARTMENT

Has been greatly enlarged in its scope and practice. The reading of books that have any pretensions to be called literature, is less likely now to be one of the habits of the young than was the case a generation or two ago. Then they often had recourse to the family or some other library when they needed recreation, and in this way, a taste for useful reading was often formed; now, books for the young, usually of a merely sensational or catchpenny nature, if nothing worse, receive the child ere he leaves the nursery and stand in the way of his ever reaching up to manlier and better things. As



some remedy for this state of things, instead of the usual "Readers," The Poems of Scott, The Sketch-Book of Irving, and portions of the works of Shakespeare, Longfellow, and Tennyson, have been used as reading books for the upper classes, and subjected to careful study and analysis. In addition to this, the school has taken some oversight and direction of the home reading of its pupils, so far, at least, as to make it necessary for them to read *some* books of a refined and useful description.

The lowest class has selections from the Iliad and Odyssey read to them, with explanations and subsequent questionings by their teacher. They take much interest in the subject and get much useful information in regard to mythology and ancient history. They are encouraged to write out the story, and often do this with much spirit and accuracy, showing that they pay close attention. Every three weeks, the higher classes have their attention directed to some suitable book, and are required to present a written abstract of its story or contents. In this way the young student, during his last four years at school, will be led to peruse the Lives of Washington, Franklin, and two other distinguished persons; two novels each of Scott and Dickens, and one of Thackeray; the Iliad; the Æneid; two volumes of travels; Pilgrim's Progress; the Roger de Coverly papers; two volumes of Prescott's or Parkman's Histories; selections from Gibbon and Motley; Longfellow's Golden Legend and Hiawatha; one of Cooper's novels; two of Macaulay's Essays and the first volume of his History of England; one epistle each of Pope's Essay and Cowper's task; two volumes of Irving; selections from Burns, Bryant, Whittier, Tennyson, Goldsmith, and Morris; one canto of Childe Harold; three of Chaucer's Canterbury Tales; two cantos of

the Faery Queen ; one of Thompson's Seasons ; selections from Burke and Webster. Where one volume of a work is given, or only part of one, it is in the hope, that, among the authors to whom the student is thus introduced, some may succeed in retaining his attention through the entire volume or work.

Oral instruction in French has been added to the exercises of the Primary Department, giving the children an easy introduction to the language, and especially to its pronunciation, without the difficulty and liability to misconception that attends the commencement from books.

Since the establishment of the school in Boylston Street, SPECIAL STUDENTS have been admitted, and allowed to participate in the lessons of such classes as they chose and were fit for, being responsible to the school only for punctuality at class hours. This privilege has been found useful to quite a number who, for various reasons, could not take the full school course, and has sometimes enabled those engaged in other occupations to continue their studies in some chosen branch or branches, and perhaps prepare for professional pursuits. A reference to the list of Special Students, p. 20, will show how many branches of study have been pursued in this way. It is not recommended, however, unless sufficient maturity and steadiness of habits and some special reason exist.

#### EDUCATION OF GIRLS.

Within the last ten years, at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school, girls have been admitted to the classes both of the Primary and Upper Departments, and as Special

Students.\* As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent Classical, Mathematical, and Belles-Lettres Scholars, of whom seven have entered Colleges, whence two have already graduated with distinction.

#### SUMMARY.

Enough has probably been said to show that, while the school has not at all abated its original claims to give a manly and thorough education, to maintain a high standard of manners and discipline, and to have regard to the mental, moral, and physical well-being of its members, it has made an advance in the means and modes of effecting these objects, corresponding to its age and to the present state of education, some of which may be briefly mentioned.

It occupies a building, all of whose arrangements are more highly conducive to the comfort, health, and physical well-being of the pupils than it was *possible* to have fifty years since.

It has a much larger corps of teachers in proportion to its numbers, making it possible to carry out more thoroughly the Division of Labor in Instruction, so as to make the course extend from the most tender years to adult age.

It is able from the same reason to afford that special assistance to pupils who need it, which is erroneously supposed to be more easily given in small schools, but which is really one of the advantages of the same Division of Labor. This is now done in a regular manner and according to special rules. (See p. 47.)

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\* The study-room for those in the Upper Department is reached by one flight of stairs, and has sunshine nearly all day.



It has introduced modes of teaching, books, and apparatus formerly unknown, but resulting from the general development of education in which all its teachers are interested and have participated according to their age and opportunity.

In closing, let us say that our endeavor will be as always to hold fast all that time has proved to be good in the system of the school, to add to it all that approves itself to our judgment as really advantageous, and to do all that in us lies for the true good and improvement of our pupils.



SKETCHES OF THE WORK OF THE SCHOOL,  
AND OF ITS  
GENERAL MANAGEMENT.

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VISITORS

ARE welcomed at any hour, provided they will remain through the recitation ; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30.

ORDER OF EXERCISES.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the times of recitations, recesses, &c., is sent to each family, for the use of the parents, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also, that they may not ask to have the children dismissed early on days when recitation comes during the last hour, and may avoid recitation time, when they are obliged to call on their children during school hours merely on business. (See first regulation on p. 66.)

CLASSICAL COURSE.

Out of over two hundred candidates presented for College only one has ever been rejected, and a large proportion have entered without conditions. Last year, students were prepared for and entered at Harvard, Amherst, Brown, and Vassar, the majority without conditions. One at Harvard had "honors" in mathematics, and one at Amherst took the prize of sixty dollars for being the best prepared applicant for admission to the College for the year.

During the past three years, a great change has been made in the method of teaching both Latin and Greek. In addition to a certain fixed amount of regular work each day, *reading at sight* has been introduced with the most satisfactory results. By this method, the pupil is made more self-reliant, his interest is aroused, and his ingenuity taxed. He finds the recitation a source of pleasure, and devoid of the irksomeness which too often accompanied the old method.

*From Report for 1873.*

#### INSTITUTE OF TECHNOLOGY.

The regular course of English study in the school, if carried through the first class, prepares boys for the Institute of Technology, if the advantages afforded them are duly appreciated and improved. It is an erroneous idea that nothing but mathematics is required for entrance there, and that all other studies may be laid aside in the preparation.

Classes have been sent to the Institute annually for many years. Chauncy-Hall candidates are very rarely conditioned; and their standing in the Institute can be ascertained by applying to the President.

#### HABITS AND MANNERS.

Literary culture is not the sole object of Chauncy-Hall School. Its instruction and discipline aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

The important habits of punctuality, regularity, and precision, are cultivated by the arrangements and re-

quisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity, and it soon gets to be understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day and hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and attended to, with a regularity that is found to be practically unfailing. This system appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it, and to give the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of various matters in which exactness and precision are elements, and which go to make up those business habits upon which much may depend to the individual and his friends. All written copies and exercises are expected to be correctly dated, all compositions, &c., to be properly folded and superscribed, all weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of the schoolboy must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and the comfort of his employers and associates than any one accomplishment, or branch of learning. It is this that fits our boys so well for places in mercantile establishments after passing through the school, and which makes those merchants and employers who have had one of them, usually apply for others.



## LECTURES ON PHYSIOLOGY AND HYGIENE

Have been given twice a week from February to June. The subjects have been presented in simple language, free from technicalities, and with all necessary means of illustration, and have excited much interest among the pupils. No book has been used nor study required, but questions are asked on the previous lectures. In this way, without imposing additional labor on the pupils, an opportunity has been given them to acquire knowledge on the very important subjects of the structure of their own bodies and the application of this knowledge to maintaining them in health and safety.

Several of the lectures were directions what to do in case of accidents, particularly such as are liable to happen to boys when away from home in vacation.

## NATURAL HISTORY, BOTANY, AND MINERALOGY.

Weekly exercises in Natural History are held with the Fifth and Sixth Classes. The work consists of drawing from the objects, the study of the structure and the habits of animals, and the method of collecting and preserving specimens; *the lessons are taken from the objects themselves*, a large microscope being in constant use. The pupils are enthusiastic in the work, many of them having begun collections under the direction of the teacher of the department.

Botany is pursued regularly, beginning in the Primary Department and continuing in the Fourth and First Classes of the Upper Department. In the first part of the course, the exercises are general in character, varying with the season, the pupils supplying, to a large extent, the specimens used. With the First Class, the work is more in detail, a considerable portion of the



time being spent in the analysis and classification of the plants of this locality.

MINERALOGY.—The study of minerals is taken up by the Fourth Class, during the winter months.

This study consists in naming minerals at sight, in finding their characteristic marks, the places where they are found, and their uses.

Any contributions of ores from our friends will be of special value at the present time.

#### THE MILITARY DRILL

Affords excellent though not violent exercise, and is a good school of attention and obedience. It is conducted with the design of giving to all boys who remain three years in the Battalion, an opportunity of learning so much of the duties of a soldier as is comprised in an acquaintance with battalion drill.

Privates of not less than a year's service, and whose proficiency in the manual of arms and whose steadiness while on duty make them eligible, are appointed to be sergeants.

All the sergeants, except those appointed within three months, are allowed to present themselves for written examination, when there are vacancies to be filled among the commissioned officers, and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted, and the result has been found very beneficial in causing prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once, and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

The same disregard of seniority, which is shown in the promotion of sergeants, extends to the commissioned officers, who rise in rank through their knowledge of the drill, their attention to duty, and their power of command.

Scholarship has nothing to do with the military promotions; but manners and habits are important elements in deciding the position which an officer shall take.

#### MILITARY DRILL IN SCHOOL.

“The value of such training must be apparent at a glance. It trims away the awkwardness of youth, teaches the restless to stand still and keep their hands in the right place; cultivates the love of order and system, and makes even stern discipline attractive. Fortunate is the boy who early learns such lessons, upon which depends so much of the happiness, usefulness, and success of after life. The physical value of the drill is, also, a matter not to be overlooked. There is not one of these school soldiers who will not walk more erectly, hold his shoulders squarer and breathe better for his drill exercises, thus warding off or counteracting many of the unhealthful practices liable to grow upon them with advancing years.”—*Boston Journal*.

#### ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from uncommon slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. They can usually have further aid during school hours; but if they really wish to learn, or if their parents give heed to the careful reports sent home every week, they remain after school to avail themselves of the opportunities for assistance which are afforded every afternoon. Most of the teachers are at their posts until after three o'clock, several of them until four, and it is very interesting on some afternoons to go through the rooms and see the different kinds of aid that are given.

One pupil is getting an explanation in Natural Philosophy ; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek ; the Book-keeper finds why his trial balance is wrong ; here a poor reader is learning to become a good one, or the one already good is striving for excellence ; in Composition, the young boy is taught how to begin, and the advanced pupil is shown how to unfold his subject ; the boy ambitious for a part in the next winter's exhibition is rehearsing his monthly declamation, and the student in modern languages is learning the best rendering of some troublesome idiom ; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. But we are sorry to say that only a minority of the pupils avail themselves of the advantages so abundantly provided. There are boys in school who sadly need help, but who never come for it ; and we have been told repeatedly, by parents who had sent children here for years, that nothing had ever been mentioned at home about these afternoon arrangements.

#### CLASS RANK.

Under the regulations about medals, on page 70, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. There is no need of placing daily before the backward members of the class the disagreeable fact that they can never accomplish what is easily done by some very ready scholar ; nor is it for the physical or mental health of the half-dozen brightest scholars for them to strive with each other which shall be Number One. In such cases study is apt to degenerate into worry. The true method is to demand,



from each individual, work sufficiently hard to develop both mind and body ; and at the same time so to arrange the order of lessons, that the different studies may relieve each other.

#### WEEKLY REPORTS.

Objections are sometimes made, now-a-days, to all systems of marking or examinations ; but we have the old-fashioned idea that parents have a right to know, as nearly as possible, how their children are doing at school. Therefore, the account from Chauncy Hall is not an aggregate of a month's work, which leaves the parents in doubt when or where a falling off occurs ; but every week, a record is sent home of each separate lesson and each examination of the previous week.

These reports are prepared with much labor, receive our regular oversight and frequent comment, and are our chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very accurately the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in low or very moderate marks under those heads ; the parent can decide, from his knowledge of home habits, under which head to place the poor result. A series of unsatisfactory marks in deportment shows a neglect of the necessary rules of the school, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that it might be unpleasant for us to tell. If the general drift and tendency of their com-



munications are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a boy finds that his parents give little attention to his reports, he will soon learn to be remiss in his own duties.

But, as a report is made entirely for the information of the parents, we shall be glad to save the trouble and expense of making it, whenever the parents of any student call here and tell us that they wish it to be discontinued.

#### WRITTEN EXAMINATIONS,

Both occasional and quarterly, have been for some years a regular feature of the school. They give a completeness not only to the knowledge which the teacher has of the scholar's acquirements, but also of the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. When promotion depended merely upon the fact that the scholar had remained in a class for a year, one proper stimulus was wanting, and no certain measure of ability or acquisition was afforded. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement in class rank, was both difficult and disagreeable, as errors might be made and personal motives might be suspected. As a consequence, under that mode of selection, individuals would often be retained in classes whose studies they were incapable of mastering, and would be dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Such tests, when suited to the average intellect and progress, and judiciously applied, tell the scholar himself, as well

as his friends, exactly where he stands; and, with common good sense, he will quietly acquiesce in their revelations and take a lower place, or will make a degree of effort, that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

The results of the examinations are indicated in *red ink* from time to time on the weekly reports. The examination marks afford the real criterion of a pupil's success, as the daily marks for lessons may be affected by injudicious assistance and other reasons. Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils: a striving for class-rank, and a strain upon mind and body from too many hours of examination in one day. But Chauncy Hall has no class-rank, and care is taken about hours.

#### ABSENCE FROM EXAMINATIONS.

*From Report for 1873.*—Beside the minor examinations, thorough ones are held four times a year to determine to what class each member of the school shall be assigned. When an examination will interfere with another exercise to which the student is due, public notice of the examination is given three days in advance, to enable the student to carry out the regulation mentioned on page 66; and no excuse but illness is accepted for absence. No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. The same set can never be used twice. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any other reason*, he will be con-

sidered as having entirely failed in that particular study, and will be classed accordingly. If his parents wish him to have an extra examination, they will send a written request to the teacher of that study, enclosing a fee of two dollars.

The principals of the school will neither make charge nor receive pay for such examinations; but if such a request is brought by a member of their own classes they will see that the request and the fee are delivered to a competent teacher.

We hope there will be no absence of this kind during the coming year; but if there is, the rule will be strictly enforced, when the absence reduces the average per cent. below what is required, *either to go into a lower class or to settle the matter in the manner mentioned.*

The slight fee is not more than half the remuneration which such work should receive.

Of course this does not apply to those scholars mentioned on page 16, who are doing only partial work, and who are understood to be members of the class for two years.

#### CARELESS CHILDREN.

Boys sometimes enter the school, who, for various reasons, such as a naturally careless disposition, or want of previous training, cannot, even with the best intentions, undertake at once or even for a year, the full work of the average scholar, and fall into regular and careful habits. If too much is required of them at first, they are apt to become irritable and discouraged. Such boys can, usually, be eventually led into good habits if, for a year or two, less than the average work is exacted of them, while what they are required to do is rigorously insisted upon. They gradually find that



they can do something as well as other boys, and are encouraged to persevere and do more. A boy of this description can often obtain a good education by remaining at school a year or two longer than the usual time, and will be able to begin a business life with a good knowledge of some things and a general improvement in habits which will be of incalculable advantage.

For such boys the course is recommended which is described on page 16.

#### HEALTH.

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. See pages 16, 17.

We have also mentioned that there is no class-rank to cause feverishness and worry; and that prizes can be won by examinations, so as to give a fair chance to pupils who are absent occasionally on account of illness.

**EYESIGHT AND POSITION.**—The furniture was made on a new pattern expressly for our use, under the approval of several very eminent physicians. It is believed to be free from any tendency to cause the spinal troubles, the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading. In all the rooms the light comes from the left during study hours; and the walls are tinted so as to prevent glare.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.



SUNSHINE.—In most school-houses in town, some classes remain for several successive months in rooms where no sunshine can enter; but our classes are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and reciting to different teachers.

We suppose that our long experience may be worth something in considering the questions of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—Thirty years ago school sessions occupied from thirty to thirty-three hours a week. All of our schoolfellows who were looking for anything more than a very narrow education studied from two to three hours a day out of school. Vacations were short, five or six weeks a year. Now the sessions at Chauncy Hall are twenty-seven and a half hours a week, of which two and a quarter hours are spent in Military Drill; the recesses have not been shortened; and the vacations have increased to ten or twelve weeks. We have watched the career of many hundred boys, and we find as a rule that the hard workers become healthy men whether their attention is turned to letters or business.

European boys are often mentioned as enjoying better health than Americans; but in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy is not allowed to be out two or three times a week till midnight at parties or the theatre. Parents need have no fear in regard to the bad results

of study in itself, if they will keep us informed of the appearance of their children at home. A few boys, having peculiarities that were not at first reported to us, have tried to do too much work, but fortunately their idiosyncrasies were discovered before any serious damage ensued.

A few cases of downright injury have occurred where *parents have paid no attention to our earnest warning* that they are pressing their children too fast; but the majority of healthy boys are less likely to suffer from over-study than from bad habits brought on by indolence.

#### LUNCHEONS

Demand much more careful attention than they receive from some families.

The large majority of pupils bring the very best of all luncheons, that which is put up at home under their mothers' supervision; others have a good early dinner at the Restaurant of the Institute of Technology; but the number who have nothing, or pastry that is worse than nothing, through the session of five and a half hours, is sufficiently large to cause grave anxiety.

It is of little use for us to reduce after-school detentions to the lowest point consistent with discipline and thoroughness as mentioned on page 67, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil, who finds some day that the time assigned for lunch is all occupied by extra recitations, must immediately report the case, and arrangements will at once be made for him.

## EXHIBITIONS.

Great care is taken to avoid the objections often justly made against school exhibitions.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. During preparation, the regular work is not changed, except sometimes in reading, for those pupils who are preparing to read at Exhibition. Duty first, pleasure afterwards. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and it is a very enjoyable occasion for the scholars.

Of course, on Exhibition day and on the previous day, when the general rehearsal takes place, there are no recitations; but education does not entirely consist in reciting lessons or hearing lectures. The exercises on those days have their own value, in inculcating good manners, perfect order, promptness, and self-reliance.

For several years it has been necessary to charge an admission fee, in order to lessen the crowd that formerly made the Exhibition so uncomfortable.

The receipts from this source, to the amount of fifteen hundred dollars, have been devoted to the foundation of a scholarship at Harvard College.

The music, as is customary in all other schools, is furnished by the pupils.

The system of prizes is fully described on pp. 70-72.

## KINDERGARTEN.

Little children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was



opened from which, in due course, the pupils are promoted to higher Departments. This new Department begins that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature; first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects, and finally by causing it to receive lessons in the elements of morality, in good manners, and the proper use of language from a gentle and cultivated teacher, instead of the first lessons of a very different description which are often learned in the nursery. The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school, as they profit by the instruction given much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process. Some discredit has been thrown on the Kindergarten system, by using the name for schools or collections of children who were not taught upon true principles, or upon any principles except to please them for the time



being. Play, in some form, occupied most of the time in such schools, and all that their pupils carried to higher schools was a general restlessness and want of discipline. Fortunately, however, the system has able and zealous exponents in this country, who are training competent teachers to supply the demand for schools of this sort. To fill the position successfully requires a high order of ability, much general knowledge and culture, and refined and gentle manners.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

It is limited to a small number.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten as an experiment, and, if it is not successful, may be withdrawn on the payment of three dollars a week. The room is always open to visitors.

#### THE ADVANCED KINDERGARTEN.

The past year a new departure was taken in carrying those who had been in the Kindergarten for some time, and who were sufficiently far advanced, further into their Kindergarten occupations, and also in teaching them Reading, Writing, Geography, and French, in addition.

They were a bright class of seventeen, mostly those who had been trained in the Kindergarten for two or three years previously, with minds made more receptive by the opportunities and advantages of Frœbel's system.

In going on with their more important Kindergarten occupations, they get a relaxation from the purely

mental exertion, and for little children to whom this kind of exertion is new, this is a harmonious and essential point. Again, in these days when much stress is laid on the importance of developing the use of the hand for practical or artistic purposes, it may be said that in the plastic and other occupations of the Kindergarten system this faculty is cultivated to the greatest extent possible. The design and workmanship of specimens of the work of the advanced class bear ample testimony to the skill and dexterity they have acquired.

The Geography has been taught entirely from objects, and the results have been very satisfactory, as indeed has the year's work in all particulars.

It is proposed to carry this class on, for another year, advancing according to this same method, and adding another branch for those who are able to go on; lessons in modelling in clay, by an accomplished teacher of this specialty.

We have thus proved how successfully the spirit of the Kindergarten can be carried into the school, and how natural and harmonious is its connection with the school.

CUSHING & LADD.

## A FEW LAST WORDS

FROM THE SENIOR PRINCIPAL.

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As my connection with Chauncy-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

In the Annual Report of last year I gave from my personal experience and recollections a pretty full account of the causes which led to the founding of the school, of its system and principles, and of its present position and purposes; it does not seem worth while therefore to allude to these except in the briefest manner. Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, it has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical



destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it, has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders, and in some respects we have hardly improved on them.

The great advantage that Chauncy Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life. Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c., and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated at Chauncy Hall. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determina-

tion not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone will produce the full result aimed at—a good education. Parents must coöperate and pupils must give their best efforts. Without these elements the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the

main, they must reach it by their own exertions ; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished ; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman, has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose ; by words in season, showing that school-boy life even, gives room for the practice of truth, honor, magnanimity, generosity and all the high qualities that we admire in the hero or the patriot ; by commenting on events as they occurred, illustrating these qualities or their opposites ; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered ; and what is of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned ; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and po-



liteness, now, alas, considered in some quarters rather old-fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity and fullness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the cornerstone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses, for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

Having commenced my apprenticeship to the work and business of instruction under the guidance and direction of the able and successful founder of Chauncy-Hall School in 1829, I feel admonished by the date of the present year that it is a suitable time for me to leave the work that I have done so long, before it becomes a burden too heavy for me to bear. My health is still as perfect as it has always been during the whole of my connection with the School, my natural strength is but little abated, and my interest in the young and their improvement is by no means lessened; and did not other reasons unite with my length of service, I could hardly persuade myself to relinquish my connection with an institution with which I have so long been identified and around which my heart-strings are so strongly twined. But it is better to go voluntarily, while I have still some capacity to enjoy and perhaps be useful, than to "lag superfluous" or be *driven* to give up by age or infirmities that I must expect in the order of nature. I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it. I do this at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard which have helped to make my life so happy.

T. CUSHING.

## REGULATIONS, ETC.

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NO REQUEST FOR DISMISSAL WILL BE GRANTED THAT INVOLVES THE OMISSION OF A RECITATION, *unless the request is accompanied by a written statement that the parent is aware of the loss of a lesson.* See p. 42.

VISITORS.—Parents and guardians are the only persons for whom a student is allowed to leave a recitation; but messages brought by an authorized person will be delivered to the student by the Principals.

EXAMINATIONS.—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in such exercise at least one day in advance, so that he can be present during the whole of the examination. See page 51.

REPORTS of studies, conduct, &c., are furnished weekly (in the Primary Department monthly), *to be returned, endorsed by the parent or guardian, on the day after they are given to the pupil.*

ABSENCE.—*Previous* written or personal notice of necessary absence is respectfully requested, and a note of excuse is required at its close.

WITHDRAWAL.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

SINGING.—Attention to Vocal Music in some form is obligatory. Change of voice and disease of the throat can be explained by the pupil without a note from home.

HOURS.—Five hours of school time are required daily, in the Upper Department, exclusive of recess, except on Saturdays. The Primary Department has half an hour less; also the Sixth class in the Upper Department on three days in the week. The exercises begin at 8.45 o'clock. The School-house is open from 8 to 3½ o'clock, and often to a later hour. Special cases must be met by special arrangements.



AFTERNOON ASSISTANCE.—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early at noon on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours; but it will be at once revoked in regard to any pupil who varies from the condition on which it is granted. See page 47.

MILITARY DRILL.—Special explanation is desired from parents in case of conscientious scruples against bearing arms, or in case of any *permanent* trouble or weakness, rendering excuse necessary in Military Drill; but boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. Every boy must be furnished with a drill jacket and cap, and a pair of military gloves, when assigned to a company.

DETENTIONS.—Bad lessons and ordinary infractions of school rules are generally settled by detention after regular school hours; but this can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may make such arrangement for his dinner as they deem most advisable.
- (c) If they do not exceed four in number during a week, they can be put over to Friday afternoon.

Parents can make any one of the above arrangements by seeing one of the Principals or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. But those exercises that come at long intervals, like *Composition*, *Abstract of Authors*, and *Declamation*, must be settled, so far as is convenient for the teachers, *on the day when they fall due*. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due, and also to see that they are completed in season; but in mathematics, no home aid should be given.

SPELLING MAY BE OMITTED for a specified time by the following classes of students; but it must be at once resumed if careless spelling appears in any written exercises.

1. For an entire year, by those students who have passed the preliminary examination in English Literature at the University.

2. For the remainder of the school year, by those who pursue two extra languages, one of which is Latin or Greek, and do not miss a word in spelling lessons and in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

3. For the remainder of a regular quarter, by those who do not miss a word in the first two good compositions of that quarter and in the spelling lessons of the first five weeks. Examination counts as in No. 2.

CERTIFICATES OF PROMOTION in the English and Classical Departments below the first class are given at the close of the summer term, only to those students who pass a satisfactory examination in every study pursued by their class; and no pupil, who has more than one condition not made up by September, will be allowed to join a higher class.

For the encouragement of pupils whose industry and health enable them to do the necessary work, promotions are also allowed at any time of year, on satisfactory examinations.

For *military* promotions, see pages 46-47.

## DIPLOMAS.

*Two grades in each department.*

## CLASSICAL DEPARTMENT.

THE FIRST GRADE is given to those graduates who are thoroughly prepared to enter College, and who, if boys, have attended to the regular exercises mentioned on page 13.

THE SECOND GRADE is given to those graduates who are prepared to enter College, but who, in some very slight degree, fall short of the requirements for the first grade.

## ENGLISH DEPARTMENT.

THE FIRST GRADE is given to graduates who have taken all the studies of their class, passed examinations in every study, and had satisfactory marks in General Exercises.

THE SECOND GRADE is awarded in three cases:—

1. To a student whose studies vary from the regular course, but who remains two years in the First Class, and does considerably *more* work than is required in that class.

2. To a graduate who substitutes Latin or two modern languages for an English Study.

3. To a member of the First Class who *enters it without condition*, and who, in fitting for the Institute of Technology during the year, in consideration of the extra studies imposed for that purpose, omits the following studies: Botany during the whole year, and Ancient History during the second half year.

Students from other schools who wish for a diploma must not only be a full year in the First Class and meet all the conditions, but must also pass the examinations of the Second Class.

Non-attendance at Military Drill, for either of the reasons stated on page 67, will be excused.

It will be seen that the Diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of faithful work and good scholarship. Only a small number have been granted.

In July, 1878, Diplomas were given as follows:—

*Classical Course.*

JOSEPH H. BEALE, JR.  
ALFRED G. ROLFE.

*English Course.*

ROBERT BATCHELLER.  
OLIVER C. BRYANT.



## MEDALS AND OTHER PRIZES.

As certificates of a definite amount of accomplished work, for the year ending Dec. 31, are awarded at a public exhibition given in January or early in February, in order that there may be no improper emulation, there is no limit to the number.

Candidates must have been members of the school for a full year, and produced their Reports by Jan. 10, of the following year. If reports are lost, duplicates will be furnished, if applied for not more than six weeks after the date of the report desired. Each pupil is responsible for the getting back and the keeping of his own report.

There are six grades of medals; three of gold and three of silver.

The *First grade* of gold will be awarded to those pursuing two or more languages, in addition to the English; the *Second grade*, to those pursuing one language besides the English; the *Third grade*, to those pursuing English studies only.

Two forms of obtaining a medal are allowed, and the applicant must state on which he bases his claim. Reckoning, partly on one condition and partly on another, will not be allowed.

**FIRST. RECITATION CLAIM.**—For the *first gold* medal there must be no deficiencies, except that in Spelling, four deficiencies will be allowed.

For the *second* and *third gold* medals, there must be no deficiencies except in Spelling, as mentioned above, and such as come under the head of allowances as explained below.

For the *silver* medals, the number of deficiencies in English studies must not exceed five for the first, ten for the second, and fifteen for the third; except, that in each grade, there shall be an allowance of four deficiencies in Spelling.

**DEFICIENCIES.**—All marks less than four, for lessons, deportment, and attendance; all altered marks for absence, tardiness, or deportment, not signed on Reports by the Principal or Secretary; all altered recitation or examination marks, not signed on Reports, by the teacher who heard the lesson; all absences and "excused" lessons without the signature of the Principal or Secretary on the face of the Report.

In all the above cases the signature must be obtained within one week from the time the Report is received.

The only circumstances under which excuses for absence will be given are illness, death of a near relative, attendance at church with their families, marriage of a near relative, and in case of out-of-town pupils, a storm of such severity as to make attendance impossible: the lessons in the last two cases to be made up.

**ALLOWANCES.**—A claim for a second gold medal may be made by a student having Greek and Latin, whose deficiencies in all departments do not exceed five; by a student having Greek or Latin and one modern language, whose deficiencies do not exceed three; by a student beginning Latin and French in February, whose deficiencies do not exceed two.

An allowance will be made on the lower grades of medals, of five deficiencies in any department, for Latin or Greek; of three, for a modern language: and of two, to those beginning Latin or French in February.

When a pupil studies two languages, one of which is Latin or Greek, the omission of English Grammar is no bar to a claim for a gold medal, *provided*, that in those languages there is no mark less than five, *or* that, having not more than ten marks below five but not less than four, the examination percentages are unusually high. On the same conditions, English Defining may be omitted when the pupil studies three languages.

**REDUCTIONS.**—A pupil having many lessons marked four (which number denotes a merely passable recitation), will receive a medal one grade lower than the scale indicates.

A pupil who is absent fifteen days during the year will receive a medal, one grade lower than otherwise; if absent twenty days during the year for any reason whatever, he cannot take a medal under the first form of claim.

**Second. EXAMINATION CLAIM.**—Medals will be awarded on the average per cent. of examinations through the year. The applicant must obtain separately the per cent. mentioned in the following table on each study pursued by his class. He cannot take the average of several studies.

For the six grades, the respective required percentages are in

Each branch of Mathematics—92, 90, 87, 84, 80, 75.

Other English Branches, each, 88, 84, 80, 76, 73, 70.

Each Language, 80, 80, 80, 76, 73, 70.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

As this second form of winning a medal is intended to make allowance for an occasional failure of a good scholar and not to encourage idleness, no pupil will be allowed to present a claim for the first *gold*, if he has had more than ten deficiencies; for the second, more than fifteen; third, twenty; for the first *silver*, more than twenty-five; second, thirty; third, thirty-five. Four deficiencies in Spelling are allowed on each grade.

The Regulations in regard to deficiencies will be the same as by the first form of claim; except that the omitted lessons on the excused absences need not be made up, while the unexcused absences will count as many deficiencies as they cause lessons to be lost. Absences through sickness will not be counted so rigidly as under the first form.

**OTHER PRIZES.**—No pupil can take a medal of the grade of one that he has already taken, nor can he take one of a lower grade than he has already received; but he may once obtain a book prize of the grade of the highest medal he has previously received.

Book Prizes of rank of third gold medals are awarded (to those who do not take a medal) for excellence in Special Departments; provided, they have obtained the average percentages stated below in that Department, and not less than sixty per cent. in any other Department.

Classical Department: Latin, Greek, and one Modern Language, 85 per cent.

Mathematics, 95 per cent.

Literature (including Composition and Declamation), 90 per cent.

Prizes of books are sometimes awarded to pupils who, from sickness, or some other unavoidable cause, are not strictly entitled to medals.

A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate book prize, and, for the second year, a medal, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, and at the close of the second, he may present his reports for the two years, proving that he has done one full year's work and receive the regular medal that certifies that he has accomplished that amount of work.

The Thayer Association gives a gold medal, awarded by its own Committee, for English Composition.

The gold medal of the Chauney-Hall Association is awarded by former members of the School to the boy who is considered by his school-mates to be the best boy. A medal is also awarded in the same manner to the best boy in the Primary Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauney-Hall School. What is said in the first paragraph about the number, of course does not apply to these last three medals.

*All prizes, regular and extra, are on condition that there is no zero mark for conduct.* The zero mark is given only for what is low or mean, such as foul language or actions, falsehood, cheating, bullying, truancy, deliberate or persistent impertinence, &c.



## ORDER OF EXERCISES

AT THE

*Fifty-first Annual Exhibition of Chauncy-Hall School, at the  
Boston Music Hall, Thursday, Feb. 6, 1879.*



1. ENTRANCE OF THE SCHOOL,  
Under Command of Major FRANCIS A. PIERCE.
  2. DECLAMATION, . . . . . EDWARD EVERETT ROSE.  
*Cromwell, Napoleon, Toussaint.*—(WENDELL PHILLIPS.)
  3. RECITATION, . . . . . HERBERT M. LELAND.  
*Our Flag.*—(ERNEST CLARE.)
  4. DECLAMATION, . . . . . JOHN R. BRADLEE.  
*Destruction of the Ottoman Empire.*—(ATLANTIC MONTHLY.)
  5. DECLAMATION, . . . . . RIPLEY O. ANTHONY.  
*The Geography Demon.*
  6. DECLAMATION, . . . . . LEWIS A. WOOD.  
*Oratio Germanici Cæsaris apud milites.*
  7. DECLAMATION, . . . . . CHOKICHI KIKKAWA.  
*Death of Benedict Arnold.*—(GEORGE LIPPARD.)
  8. READING,  
*Miltiades and Miss Muslin.*—(WIDE AWAKE.)  
N. Harvey, H. B. Roberts, H. Manning, W. B. Wentworth,  
H. M. Leland, W. B. Richardson, A. T. Bradlee, H. Pearson,  
A. T. Hartwell, D. F. Follett, R. O. Anthony, H. C. Brewer.  
F. T. Isburgh, T. Talbot, Jr., H. C. White,  
W. W. Estabrook, J. W. Baker, G. J. Fiske.  
[Arranged from stage right.—Conducted by Capt. A. G. WEEKS, Jr.]
  9. RECITATION, . . . . . ELLEN M. JOHNSON.  
*Rena, Young Hildebrand, and Queen Ildegar.*—(JULIA C. DORR.)
  10. DECLAMATION, . . . . . FRANKLIN E. PARKER.  
*Defence of Massachusetts.*—(A. H. RICE.)
  11. DECLAMATION, . . . . . ALFRED BATCHELLER.  
*The Spellin' Bee at Angel's.*—(BRET HARTE.)
  12. DECLAMATION, . . . . . CHARLES H. WILSON.  
*Our Kin beyond the Sea.*—(GLADSTONE.)
  13. RECITATION, . . . . . BARTON P. JENKS.  
*Our Cat and Three Kittens.*—(NURSERY.)
  14. RECITATION, . . . . . PARKER B. FIELD.  
*Minot's Ledge.*—(F. J. O'BRIEN.)
  15. RECITATION, . . . . . MATTIE S. EVANS.  
*(Roba di Roma.*—W. W. STORY.)
  16. DECLAMATION, . . . . . STANTON DAY.  
*William Cullen Bryant.*—(GEORGE W. CURTIS.)
  17. READING.  
*Knoware.*—(HARPER'S MAGAZINE.)  
F. S. Mead, J. F. White, J. T. Eager, C. H. Rollins,  
A. B. Hodgkins, J. B. Blake, P. B. Field, C. F. Gregory.  
A. H. Brown, W. Austin, C. McG. Biddle,  
J. M. Grosvenor, Jr., A. I. Nash, W. D. Brewer, Jr.
- [Arranged in order from stage right.—Conducted by Capt. J. R. Coolidge, Jr.]

18. RECITATION, *Le Pays Natal.*—(VINET.) HENRY C. WHITE.
19. DECLAMATION, *Salathiel to Titus.*—(G. CROLY.) L. ERNEST PUTNAM.
20. DECLAMATION, *Nasby on Fiat Money.* JOHN B. BLAKE.
21. READING. By members of the First Class.  
*King John.*—Act II. Scene 2.  
C. H. Wilson, Stanton Day, J. G. Coolidge, Grace L. Murray,  
A. G. Weeks, Jr. C. Kikkawa, J. V. Davis, Alice M. Claussen,  
Wm. L. Puffer, J. R. Bradlee, H. A. Tenney, Nellie M. Johnson,  
J. R. Coolidge, Jr. L. A. Wood, Mary P. Puffer, Mary A. Webster.  
F. A. Pierce, G. S. Bell, Fanny M. Webster,  
[Conducted by Serj.-Maj. A. BACHELLER.]
22. DECLAMATION, *Mark Twain on Spelling.* CHARLES H. ROLLINS.
23. RECITATION, *Vacation Days.* ALFRED T. HARTWELL.
24. DECLAMATION, *Dangers of our Country.*—(W. W. STORY.) ODIN B. ROBERTS.
25. DECLAMATION, *Music Pounding.*—(O. W. HOLMES.) WILLIAM F. AUSTIN.
26. DECLAMATION, *Henry Wilson.*—(J. G. WEBSTER.) ARTHUR B. HODGKINS.
27. DECLAMATION, *The Ottoman and the Muscovite.*—(R. H. STORRS.) J. RANDOLPH COOLIDGE, Jr.
28. RECITATION, *The Ride of Jennie McNeil.* CLARA MCDUGALL.
29. RECITATION, *Widder Green's Last Words.* WALTER B. WENTWORTH.
30. READING. By members of the Preparatory School.  
*Naughty Zay.*  
Harry C. Hill. Barton C. Moore, Henry G. Bradlee, Arthur G. Wood,  
Herbert Small, Emma S. Cogswell, Guy W. Walker, John Hitchcock.  
Frederic Blake, Florence A. DeMerite, Barton P. Jenks,  
[Arranged from stage right.—Conducted by Lieut. W. L. PUFFER.]
31. SWORD DRILL. Commanded by Capt. W. C. WINSLOW.  
Serg.-Maj. A. Batcheller, Lieut. J. R. Bradlee, Serg. C. H. Rollins,  
Serg. F. M. Haines, Serg. Stanton Day, " A. H. Brown,  
" F. E. Parker, " E. Putnam, " W. D. Brewer,  
Lieut. Wm. L. Puffer, " F. G. Ross, " C. Kikkawa,  
Adj. J. G. Coolidge, " H. L. Davenport,  
Capt. J. R. Coolidge, Jr. Capt. A. G. Weeks, Jr.
32. RECITATION, *Toussaint L'Ouverture.*—(JOHN G. WHITTIER.) FRANCIS A. PIERCE.
33. PRESENTATION of Medals and other Prizes.
34. DISMISSAL. By Officers of the Battalion.

## MEDALS AND OTHER PRIZES FOR 1878,

AWARDED FEB. 6, 1879.

WM. D. BREWER, JR. *First Gold Medals,* CHOKICHI KIKKAWA,  
L. ERNEST PUTNAM.

*Book of same Rank,*  
J. RANDOLPH COOLIDGE, JR.

*Second Gold Medal,*  
FRED. S. MEAD.

*Third Gold Medal,*  
GEORGE R. HOWE.

A. TISDALE BRADLEE, *First Silver Medals,* HERBERT M. LELAND,  
MARY P. PUFFER.

JOHN G. COOLIDGE, *Books,* ELLEN M. JOHNSON,  
JOSEPH F. WHITE.

*Third Declamation Medals,*  
J. RANDOLPH COOLIDGE, JR. CHOKICHI KIKKAWA.

*For Excellence in Natural History,*  
RIPLEY O. ANTHONY, A. TISDALE BRADLEE,  
HERBERT M. LELAND.

*Punctuality and Regularity Nine Years,*  
WM. L. PUFFER.

*Entire Punctuality and Regularity Four Years,*  
WALTER AUSTIN.

*General Excellence Eight Years,*  
FRANCIS A. PIERCE, WINTHROP C. WINSLOW,  
ANDREW G. WEEKS, JR.

*Best Year's Work on English Composition in Third Class,*  
ODIN R. ROBERTS.

*Gold Medal for English Composition, from the Thayer Association of  
Chauncy Hall,*  
CHOKICHI KIKKAWA.

*Gold Medal of Chauncy-Hall Association,*  
WINTHROP C. WINSLOW.

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 PRIMARY DEPARTMENT.

*Founder's Medal,*  
GUY W. WALKER;

*Book,*  
ARTHUR G. WOOD.



# Roster of Chauncy-Hall Battalion.

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*Major*, FRANCIS A. PIERCE.

*Adjutant*, J. G. COOLIDGE.

## Co. B.

*Capt.* W. C. WINSLOW.

1 *Lt.* J. R. BRADLEE.

2 *Lt.* L. A. WOOD.

1 *Ser.* C. KIKKAWA.

2 *Ser.* F. E. BACON.

3 *Ser.* F. E. PUFFER.

4 *Ser.* H. L. DAVENPORT.

## Co. C.

*Capt.* J. R. COOLIDGE, JR.

1 *Lt.*

2 *Lt.* W. D. BREWER.

*Sergeant Major*, A. BATCHELLER.

1 *Ser.* STANTON DAY.

2 *Ser.* F. M. HAINES.

3 *Ser.* F. E. PARKER.

4 *Ser.*

## Co. D.

*Capt.* A. G. WEEKS, JR.

1 *Lt.* W. L. PUFFER.

2 *Lt.*

1 *Ser.* C. H. ROLLINS.

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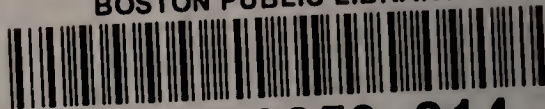




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